

# Proclamation 2024: Report of New Content

This report contains the new content that was reviewed and approved by the state review panels. The new content will be included in the final versions provided to schools as a condition of adoption by the State Board of Education.

## Publisher: Accelerate Learning Inc.

### Science, Grade K

#### Program: *STEMscopes Science TX - Kindergarten: TEKS*

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: NA

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Making Connections

Phenomena

Students engage with the phenomenon of plants and animals on a nature walk through Story Cards for this lesson. After being read the Story Cards students engage in a nature walk to look for and draw some plants and animals they observed. Next students choose one plant or animal they saw and will record one thing it needs to survive. After students complete the activities, ask students how the activities relate to the phenomenon of plants and animals observed on a nature walk that was shared with them in the Story Cards. Encourage students to ask questions and communicate what they observed about plants and animals.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text:

Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

#### Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

#### Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

#### **Component: *STEMscopes Science TX - Kindergarten (Online)***

ISBN: 9798888266779

Link to Current Content:

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Current Page Number(s): NA

Location: Spiral Opportunity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiral Opportunity

The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Suggestion is to utilize the Science Center in Properties of Objects along with the Science Center in Magnets. This will reinforce the concept of physical properties and indentifying similarities and differences between different objects.

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Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text:  
Proficiency Level

ELPS: Listening

c2E: use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Strategy: Oral Scaffolding

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

The teacher provides word cards, with a specific word written on each card that is part of the simpler vocabulary of the concept students are studying. The teacher pronounces the word, explains its meaning, and uses it in a sentence. The student then pronounces the word and uses the word to complete a sentence stem (“\_\_\_\_\_ means...” or “I think \_\_\_\_\_ is...”).

Intermediate

The teacher provides word cards, with a specific word written on each card that is part of the academic vocabulary students are studying. The teacher pronounces the word and uses the word in a sentence pertaining to the concept students are studying. The student then pronounces the word and uses it in a different sentence. Complexity of the sentences will vary depending on students’ command of the language.

Advanced/Advanced High

The teacher provides students with a short list of more complex words pertaining to the concept they are studying. Each student chooses a word from the list, pronounces it, and gives the meaning of the word. Teacher support is given if needed. Then, the student writes and reads a sentence using the word as it is used in the academic concept. Complexity of the sentences will vary depending on students’ command of the language.

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Current Page Number(s): NA

Location: New Content

Link to Updated Content:  
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Original Text: New Content

Updated Text:  
Beginner

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Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

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Original Text: New Content

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Beginner

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Intermediate

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For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

**Component: *STEMscopes Science TX - Kindergarten (Online)***

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Link to Current Content:  
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Current Page Number(s): NA

Location: Mini Lesson Activity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 2. Discuss: a. What has Quincy and his friends been learning about? (magnets) b. What is the problem that Quincy is now facing? (He wants to create a fun game about magnets to play with his friends.)

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Current Page Number(s): NA

Location: Mini Lesson Activity

Link to Updated Content:

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Original Text: New Content

Updated Text: 2. Discuss: a. What has Eli learned about what living things need and want? (He has learned that all living things have basic needs they need to survive. He has learned the differences between needs and wants of living things. For example, animals need food and water, but they don't need a toy.) b. What is the problem that Eli, Hanan, and Quincy are trying to solve? (They are trying to find the best animal or plant for Eli to take care of and have as a "pet.") c. What do you think would be a good solution for Eli? Why? (Answers will vary. Sample student answer: I think a plant would be good because they are easy to take care of.)

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Original Text: New Content

Updated Text: 3. For this activity, you will be wearing these light-blocking glasses. Who can tell me why we need to talk about safety when we are wearing these glasses? (Answers may vary, but should include that without light it will be dark and we will not be able to see) Can you identify what safe behaviors you will need to practice in order to wear these safely during the activity? (Answers may vary, but these two responses should be stated before the activity may start: I need to stay in my seat and not move around while I am wearing them. I need to listen to my teacher for directions.)

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Location: NA

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Original Text: New Content

Updated Text: 7. Show the tray with the glass jar filled with ice, bowl of salt, and bowl of blue water to the class. Ask students: Can you look at these supplies and identify some safe practices you should use during this activity and describe why they should be followed? Answers will vary but students should include (even if prompting is needed): 1) We should not taste the salt, water, or ice because it might not be safe. 2) We should be careful not to drop the glass jar because it could break and cut someone. 3) We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: • As you watch us model this activity, what safe practices should you follow? Can you describe them and explain why they are important? (Answers will vary but the following answers should be included, even if prompting is necessary. 1) We should not shine the flashlight in the eyes of our partners or at other groups because it might cause people to not be able to see and to fall and get hurt. 2) We should be careful with the mirrors because if we drop them, they could break and cut someone. 3) We should listen to our teacher so he/she can make sure we stay safe during the activity.)

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Location: NA

Original Text: New Content

Updated Text: 6. Tell students they will be going outside to observe (look at) the clouds in the day sky. Ask the following safety questions: a. When we go outside to observe the Sun, what safe practices should you follow? Can you describe them and explain why they are important? (Answers will vary but the following answers should be included, even if prompting is necessary. 1) We should not look directly at the Sun because it can hurt or damage our eyes. Instead, we could wear hats and special sunglasses that block harmful Sun rays. 2) We should listen to our teacher so he/she can make sure we stay safe during the activity.) b. Instruct students to Take a moment with a partner and practice how you will follow safe practices to protect your eyes while observing clouds. c. Observe that students shield their eyes, wear a hat, put on sunglasses, or look away from the direct Sun.

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: Before students go outside to observe the Sun, ask them to identify safety hazards involved with that activity and to describe why they should not look directly at the Sun. Lead them to understand that looking directly at the Sun can cause damage to their eyes. Ask them what they could wear or use that might offer eye protection. Allow students time to rehearse safe practices before going outside to observe clouds on a sunny day.

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 8. Tell students that you need their help to describe what safety precautions they need to take while outside on their nature walk. Students will have different answers, but make sure at least one of them states that because some plants may be poisonous, allergenic, or have thorns they shouldn't touch plants without direction from their teacher. No one should put anything in their mouth while outside.

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Original Text: New Content

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Updated Text: 3. Discuss with students the safety precautions they should take when going outside. When we are on our walkabout playing I Spy, what safety practices should we follow? Answers will vary. 1) We should not run, especially inside because we could hurt ourselves or someone else. 2) We should listen to our teacher because he/she will give directions to keep us safe. 3) We should not pick up things. We should just look with our eyes because we could get insect bites if we are not careful. 4) We should not throw anything we see outside especially rocks or soil because it could get into someones eyes or hurt them. 4. Once students get outside, have them demonstrate the safety precautions mentioned in the classroom. They should demonstrate walking with their hands and feet to themselves. Especially when someone says, "I spy with my little eye something that uses rocks/soil." a. Ask: Who can demonstrate, or act out, the appropriate way to use safe practices during this walkabout to play "I Spy" both in and out of the school. (Choose a set of partners to demonstrate.)

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: p 25 Famous Scientists Suggestions

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Link to Current Content:

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: Discussion Questions: • How do you think people felt when they first saw a light bulb? People probably felt amazed and excited! They could now see easily when it was dark, without having to worry about candles or lamps. • Can you imagine what it would be like to only have candles to see in the dark? How would it be different from using light bulbs? Without light bulbs, it might be a little scary and difficult to see everything clearly at night. Plus, we would have to be careful not to knock over the candles and cause a fire. With light bulbs, we can just flip a switch and have light instantly! • What are some other things that use light bulbs to work? Lots of things use light bulbs! Some examples are flashlights, car headlights, refrigerator lights, and even some toys and decorations!

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Current Page Number(s): NA

Location: NA

Original Text: New Content

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Updated Text: p 27-28 The Next Steps Communicate Results Famous Engineers Suggestions Henry Ford – How did Henry Ford's invention of the Model T car change how people live? (Created first affordable automobile) George Stephenson – What did George Stephenson build and how did it change how people travel? (Pioneer of rail transport) Archimedes - What did Archimedes discover about how things float in water, and how does it help us today? (Known for his principle about the displacement of water) The Wright Brothers, Orville and Wilbur - What did the Wright Brothers invent and how did it change the way people travel? (Developed and flew the world's first successful motor-operated airplane) Mary Jackson - Who was Mary Jackson, and how did she help astronauts go to space? (NASA's first African American female engineer) Emily Roebling - Who is Emily Roebling and how did she help build a famous bridge? (Chief engineer for the Brooklyn Bridge) George Washington Carver - Who is Emily Roebling and how did she help build a famous bridge? (Made significant contributions to agricultural engineering.) Elon Musk - What does Elon Musk build, and how are his inventions making our lives different? (Made significant contributions to multiple engineering fields, including electric vehicles, and space travel)

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Link to Current Content:

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Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 3. Lead a discussion with students on how we can describe the stars. We often use words or phrases like bright, twinkling, flashing, sparkling, or tiny, white lights that are only seen at night to describe stars. Tell students stars are always in the sky, but we can usually only see them at night. During the day, the Sun is too bright for us to see the other stars, but at night, when there is no sunlight, we can see the other stars. Students may be interested to learn that our Sun is a star that is close to us! Our Sun would look just like the other stars that they see in the night sky if we were able to look at it from far away.

5. Stop the video periodically, and ask students the following questions: • Describe the stars you see in the video.

Answers may vary. Possible student responses could include the following: Some stars are bigger than other stars. Some stars are brighter than other stars. The stars are moving.

## **Publisher: Discovery Education Inc**

### **Science, Grade K**

**Program: *Science Techbook for Texas by Discovery Education - Grade K: TEKS***

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Student Edition***

ISBN: 9781616291532

Current Page Number(s): 43

Location: Image

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7fecad69-21c2-4a0f-9b70-809ea2ca3183>

Location: Unit 1 > Concept 1 > Lesson 7 > Slide 8 > Image

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9a7252c9-ee56-4dba-aba5-fc4591ec475a>

Location: Unit 3 > Concept 2 > Lesson 4 > Slide 7 > add new slide after Slide 7

Original Text: New Content

Updated Text:

Write the name of one season. Draw a picture of a type of weather you might see in that season.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 107

Location: Below 2nd pencil box, above paragraph beginning "Once students have responded," insert new paragraph

Original Text: New Content

Updated Text: Display the safety guidelines and allow students to assess their participation at the end of the investigation. Students can show thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they think they followed the safety guidelines and the investigation plan.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 122

Location: Chart, Find It! column, below existing item add two new items

Original Text: New Content

Updated Text: After identifying and describing safe practices, students can demonstrate these practices as they find shadows and use nonstandard measurement tools to measure shadows in the classroom or outside and explain how shadows are made.

Given criterion such as a nonstandard measurement length, students can find shadows in the classroom or outside and explain how they are made.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 121

Location: First chart, Find It! column, below existing item add new item

Original Text: New Content

Updated Text: Students can find examples in informational texts of different scientists and engineers and how they depend on and use light sources to do their work.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 55

Location: Using the Interactive section to end of page

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 23

Location: During Reading, ASK questions, following last bullet

Original Text: New Content

Updated Text: • How could you change a soft rock? I can scratch or break a soft rock.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 50

Location: ASK questions, after last bullet

Original Text: New Content

Updated Text: • How did you stay safe during the investigation? Sample response: We did not put the materials in our mouths, and we followed the guidelines.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 62

Location: Setting the Purpose, add new third paragraph above "Set the purpose for reading"

Original Text: New Content

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Updated Text: Make a class graph showing the results of what students think they will read about. You could create a circle graph or bar graph on the board with the class.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 26

Location: ELPS chart content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 39

Location: First chart on the page, Record It! column, below existing text

Original Text: New Content

Updated Text: Students choose and create a model of an object seen in the sky during the day, describing the advantages and limitations of this model, then work together as a class to create a chart with words and tally marks or a graph to represent the number of each type of model created in the class.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 65

Location: ELPS chart content

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 4 Teacher Edition***

ISBN: 9781616291587

Current Page Number(s): 103

Location: ELPS chart content

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

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ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e5d01006-b554-4bba-b0f8-05e149c4ac62>

Location: Unit 4 > Concept 3 > Lesson 6 > Educator Notes > Slide 11 > ELPS chart content

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 4 Teacher Edition***

ISBN: 9781616291587

Current Page Number(s): 57

Location: ELPS chart

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 4 Student Edition***

ISBN: 9781616291594

Current Page Number(s): 11

Location: Part 5, below step 3

Original Text: New Content

Updated Text: 4. Look at the data on the chart to find any patterns and to learn what plants need.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 29

Location: Above What Did You Figure Out?, insert new Discourse icon with prompt, question, and anno

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the following question.

What safety rules did you follow during the investigation? Student responses will vary. Sample response: I stayed with my class. I did not disturb any animals.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Safety Poster

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Material List

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Scope and Sequence

Link to Updated Content:

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Original Text: New Content

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Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

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Original Text: New Content

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**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

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ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f98fe4d7-7b19-44ab-8973-15b9d6f779d8>

Location: Unit 1 > Concept 1 > Lesson 4 > Slide 9 > Safety

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Student Edition***

ISBN: 9781616291532

Current Page Number(s): 22

Location: Safety bulleted list

Original Text: New Content

Updated Text:

- Follow all lab safety guidelines.
- Keep objects away from eyes, nose, and mouth.
- Review the safety rules on the safety poster in your classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 21

Location: Safety box bulleted list

Proclamation 2024: Report of New Content (10/24/2023)



Original Text: New Content

Updated Text: • Follow all lab safety guidelines.

- Keep objects away from eyes, nose, and mouth.
- Review the safety rules on the safety poster in your classroom.
- Point students to the safety poster in the classroom, and review the rules associated with each image.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7c712cd7-4aa7-4fac-8be3-c886fbf6b2f5>

Location: Unit 1 > Concept 3 > Lesson 3 > Hands-On Activity > Safety

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Student Edition***

ISBN: 9781616291532

Current Page Number(s): 104

Location: Safety, bulleted list

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.

- Only point the flashlight at the objects.
- Review the safety rules on the safety poster in your classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 95

Location: Safety, bulleted list

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.

- Only point the flashlight at the objects.
- Review the safety rules on the safety poster in your classroom.
- Point students to the safety poster in the classroom, and review the rules associated with each image.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3b085ac0-aca0-4e9c-9409-f0676bc69c4c>

Location: Unit 4 > Concept 1 > Lesson 5 > Educator Notes > Slide 8 > English Language Proficiency Support

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 4 Teacher Edition***

ISBN: 9781616291587

Current Page Number(s): 23

Location: ELPS chart

Original Text: New Content

Updated Text:

Beginning

Write the words/phrases water, air, sun, and room to grow on the board. Read and have students repeat them and take notes by drawing pictures. As they watch the video, have students raise their hands when they hear one of the words. Students should add details to their drawings from the video examples.

Intermediate

Write the words plant needs on the board. Have students draw a picture of a plant. As plant needs are discussed in the video, have students raise their hands, and then pause the video to discuss each need. Allow students to add to their plant drawings to represent each need. Write the needs of plants, and for students who are able, encourage them to label their drawings.

Advanced

Pause the video as each need is described. Ask one student to describe in their own words how that thing helps a plant grow. Ask another student to draw what their peer said. Repeat this to have students reciprocate with their partner.

Replay sections of the video as needed.

Advanced High

Have students draw a healthy plant and an unhealthy plant. After watching the video, have students discuss with a partner what things can help or hurt a plant's growth and add details to their drawings that represent how the healthy plant is getting its needs met. Then, ask students to share with the class.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/09348c7c-fb0f-4978-973b-00d96d3a8498>

Location: Unit 2 > Concept 2 > Lesson 4 > Educator Notes > English Language Proficiency Support

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 60

Location: ELPS chart

Original Text: New Content

Updated Text:

Beginning

Proclamation 2024: Report of New Content (10/24/2023)

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Write the word concrete on the board. Offer students photos or realia to provide examples of things that are made of concrete.

Intermediate

Offer students photos or realia to provide examples of things that are made of concrete. Have students use sentence frames to describe what they see: \_\_\_\_\_ is made of concrete.

Advanced

Using information from the video, ask students to draw something made of concrete and one thing that was made of brick.

Advanced High

Using information from the video, ask students to draw a picture to show how concrete and brick are alike and one way that they are different.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25c438d3-e3ec-4e4a-aa4c-0b9c3b8c6fef>

Location: Unit 3 > Concept 2 > Lesson 6 > After Slide 2, insert new slide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25c438d3-e3ec-4e4a-aa4c-0b9c3b8c6fef>

Location: Unit 3 > Concept 2 > Lesson 6 > Educator Notes > After Slide 2, insert new slide with teacher-facing content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 66

Location: Setting the Purpose, after the first paragraph add new text

Original Text: New Content

Updated Text:

Describe to students that windmills are built to capture the wind to create energy we use for everyday objects. Explain that when designing windmills, engineers must think about different designs of blades to capture the most amount of wind. When they design solutions, they use models to test out their ideas.

ASK

Proclamation 2024: Report of New Content (10/24/2023)

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What kind of models could we make to test how we can capture air that moves? Sample response: We could make a pinwheel to show how air moves.

Tell students that they will be developing model windmills using pinwheels. Allow students the freedom to make the blades of the pinwheels different sizes and shapes to test out their ideas, with the goal of showing that the pinwheel moves the fastest when air from a fan is blowing on it.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25c438d3-e3ec-4e4a-aa4c-0b9c3b8c6fef>

Location: Unit 3 > Concept 2 > Lesson 6 > Slide 12 > Turn and Talk > add additional bulleted question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25c438d3-e3ec-4e4a-aa4c-0b9c3b8c6fef>

Location: Unit 3 > Concept 2 > Lesson 6 > Educator Notes > Slide 12 > Turn and Talk > edit prompt and add additional bulleted question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Ask students to turn and talk to a partner about the following questions.

- Did your pinwheel work the way you thought it would? Why or why not? Sample response: My pinwheel moved the way I thought it would because it moved slowly in gentle wind and fast in strong winds.
- What did you learn from testing your model that would help an engineer design a windmill? I learned that smaller blades do not catch as much wind and would not be good for a windmill.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Student Edition***

ISBN: 9781616291570

Current Page Number(s): 71

Location: Before What Did You Figure Out? section, add Turn and Talk icon and two questions

Original Text: New Content

Updated Text: Turn and Talk

Did your pinwheel work the way you thought it would? Why or why not?

What did you learn from testing your model that would help an engineer design a windmill?

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Proclamation 2024: Report of New Content (10/24/2023)

Current Page Number(s): 68

Location: Before What Did You Figure Out? section, add Discourse icon, prompt, and two questions and annos

Original Text: New Content

Updated Text: Ask students to turn and talk to a partner about the following questions.

- Did your pinwheel work the way you thought it would? Why or why not? Sample response: My pinwheel moved the way I thought it would because it moved slowly in gentle wind and fast in strong winds.
- What did you learn from testing your model that would help an engineer design a windmill? I learned that smaller blades do not catch as much wind and would not be good for a windmill.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a85ff31d-3d12-46a5-b9d5-3f664d27361b>

Location: Unit 2 > Concept 2 > Lesson 3 > Slide 10 > Turn and Talk > add a 4th bulleted question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a85ff31d-3d12-46a5-b9d5-3f664d27361b>

Location: Unit 2 > Concept 2 > Lesson 3 > Educator Notes> Slide 10 > Turn and Talk > add a 4th bulleted question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Student Edition***

ISBN: 9781616291556

Current Page Number(s): 67

Location: Before What Did You Figure Out? section, insert new Turn and Talk icon and questions

Original Text: New Content

Updated Text: Turn and Talk

- What uses of soil did you observe in the lesson?
- What did you change when you grew the plants?
- What are the three kinds of soil?
- Why did you need to test three different types of soil when growing a tomato plant?
- How did you use a model in this lesson?

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 56

Location: Before What Did You Figure Out? section, insert new discourse icon, prompt, and questions and annos

Original Text: New Content

Updated Text: Have students turn and talk about the following questions with a small group.

- What uses of soil did you observe in the lesson? Sample student response: Tomato plants use soil to grow.
- What did you change when you grew the plants? Student responses will vary. Sample response: water and soil
- What are the three kinds of soil? Student responses will vary. Sample response: clay, loam, and sand
- Why did you need to test three different types of soil when growing a tomato plant? Student responses will vary. Sample response: We had to see which soil was the best to grow the plant.
- How did you use a model in this lesson? Sample response: Student responses will vary. Sample response: I used a model to represent plants and plant growth.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a85ff31d-3d12-46a5-b9d5-3f664d27361b>

Location: Unit 2 > Concept 2 > Lesson 3 > Educator Notes > Slide 7 > Using the Interactive > add new text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 54

Location: Using the Interactive, paragraphs 1 and 2

Original Text: New Content

Updated Text:

Explain that the purpose of this interactive is to learn about the process of growing vegetables. Say to students, This interactive is a model. A model is used to represent objects or processes in the world around us. Models can also be used to design a solution to a problem. Ask student volunteers to share examples of models before they start the interactive. Guide them to share which object or process the models represent. Explain that the model they will use in this lesson represents a plant and the process of plant growth.

Students will use the interactive to combine variables to identify which variable combination produces the largest crop, using a chart to record their data. (You may want to review how to use the chart for data collection.)

To guide their thinking as they explore, have students think about the following questions before the interactive.

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ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/09348c7c-fb0f-4978-973b-00d96d3a8498>

Location: Unit 2 > Concept 2 > Lesson 4 > Slide 7 > Turn and Talk > add new first bulleted question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/09348c7c-fb0f-4978-973b-00d96d3a8498>

Location: Unit 2 > Concept 2 > Lesson 4 > Educator Notes > Slide 7 > Turn and Talk > add new first bulleted question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Student Edition***

ISBN: 9781616291556

Current Page Number(s): 69

Location: Turn and Talk, add two new questions

Original Text: New Content

Updated Text: • What uses of rocks did you observe in the video?

- What questions do you have after watching?
- Engineers create new buildings. How might an engineer use water, rocks, and soil in their building?

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 60

Location: Discourse icon, edit prompt, add two new questions and anno

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the questions.

- What uses of rocks did you observe in the video? Sample student response: Crushed rock, called gravel, is used in concrete. Concrete is used in construction to build sidewalks. Shale is used in bricks. Bricks are used to build houses and other buildings.
- What questions do you have after watching? Student responses will vary. Sample response: Students may have

Proclamation 2024: Report of New Content (10/24/2023)

questions about the machinery used in building or the process of putting together the parts of a building.

- Engineers create new buildings. How might an engineer use water, rocks, and soil in their building? Sample response: Engineers make brick and concrete out of water, rocks, and soil.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a85ff31d-3d12-46a5-b9d5-3f664d27361b>

Location: Unit 2 > Concept 2 > Lesson 3 > Slide 10 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f046e13d-c1fa-460c-a51d-c5cff94add6e>

Location: Unit 2 > Concept 2 > Lesson 6 > Slide 11 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f046e13d-c1fa-460c-a51d-c5cff94add6e>

Location: Unit 2 > Concept 2 > Lesson 6 > Educator Notes > Slide 11 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Student Edition***

ISBN: 9781616291556

Current Page Number(s): 79

Location: Turn and Talk, add new question

Original Text: New Content

Updated Text:

- What uses of soil did you observe in the images?

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- How do you build a strong sandcastle?
- What can make a building fall or crack?

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 67

Location: Discourse icon, add new question and anno

Original Text: New Content

Updated Text:

- What uses of soil did you observe in the images? Sample response: Worms use soil to live in. Houses are built on soil.
- How do you build a strong sandcastle? Student responses will vary. Sample response: Mix water and sand. Then, mold it. Make a strong foundation at the bottom and build up.
- What kinds of soil can make a building fall or crack? Student responses will vary. Sample response: loose soil, moving soil

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c1b733fa-cdc8-43a8-9be6-1ab034761fd2>

Location: Unit 2 > Concept 1 > Lesson 3 > Slide 7 > add two Turn and Talk questions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in [URL\\_for\\_Updated\\_Text](#)

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Student Edition***

ISBN: 9781616291556

Current Page Number(s): 15

Location: Turn and Talk, add two new questions

Original Text: New Content

Updated Text:

- How were the rocks in the video the same and different?
- What are some advantages of your model of the different rocks?
- What are some limitations of your model?

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c1b733fa-cdc8-43a8-9be6-1ab034761fd2>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 7 > Turn and Talk > add text and additional questions and annos

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Have students turn and talk to a partner about the question.

How were the rocks in the video the same and different? Student responses will vary. Sample response: Some of the rocks were dark, and some were light. The rocks had different shapes. Some rocks were smooth, and others were bumpy.

Explain to students that what they drew is called a model. Models have things that they show (advantages) and things that they cannot or do not show (limitations). Then, have students turn and talk to a partner about the following questions.

- What are some advantages of your model of the different rocks? Sample response: My model shows that there are many different types of rocks and that they have different shapes and colors.
- What are some limitations of your model? Sample response: My model does not show all the details like the exact color, texture, shape, sides, or backs of the rocks.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 2 Teacher Edition***

ISBN: 9781616291549

Current Page Number(s): 17

Location: Turn and Talk, add two new questions and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/73bcc662-1f32-4f97-be0e-1e6807242caf>

Location: Unit 1 > Concept 3 > Lesson 6 > Slide 11 > Turn and Talk > add 4th bulleted question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Student Edition***

ISBN: 9781616291532

Current Page Number(s): 128

Location: Turn and Talk, add 3rd bulleted question

Original Text: New Content

Updated Text:

- How do objects in the day look different at night?
- What are other examples of light?
- What are some other forms of energy besides light?

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**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 111

Location: Turn and Talk

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the questions.

- How do objects in the day look different at night? Sample response: It is easier to see things during the day because there is more light.
- What are other examples of light? Sample response: sun lights, lamps
- What are some other forms of energy besides light? Sample response: heat, motion, electrical energy

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6638b4bf-05ed-4593-8615-0155d06b4872>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Part 2 > Chart and Step 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Student Edition***

ISBN: 9781616291532

Current Page Number(s): 10

Location: Part 2, Step 3 and Chart

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 10

Location: Part 2, pencil box question and anno

Original Text: New Content

Updated Text: Record your data by circling words that describe the object's texture and material type. Student responses will vary. Sample response: Marker—smooth, Marker—plastic

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/57a76b43-604d-41d0-a182-56d0daf2fdb6>

Location: Unit 1 > Concept 1 > Lesson 5 > Educator Notes > Slide 8 > During Reading > add ASK question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 27

Location: Under the first ASK question, add additional ASK question

Original Text: New Content

Updated Text: After the Sorting Objects section, ask students the following questions.

ASK • What color is each object in the picture? Students should take turns selecting an object and describing the color, such as red, blue, and yellow.

• How would you sort the toys that are on the floor in the image? Sample response: by color or size

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6638b4bf-05ed-4593-8615-0155d06b4872>

Location: Unit 1 > Concept 1 > Lesson 2 > add new slide before I Can slide with draw box and new text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Pick an object and draw the object. Make sure to draw details to show the shape, size, material, texture, and color of the object.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6638b4bf-05ed-4593-8615-0155d06b4872>

Location: Unit 1 > Concept 1 > Lesson 2 > Educator Notes > Slide 2 > Setting the Purpose > add new text to Setting the Purpose

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: If possible, gather the following suggested materials from around the classroom: block, clock, or paper.

Show students the various classroom objects. Read the slide aloud. Let students know that they will learn how to compare the properties of objects.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6638b4bf-05ed-4593-8615-0155d06b4872>

Location: Unit 1 > Concept 1 > Lesson 2 > Educator Notes > add new slide before Slide 3 (Student Objective)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Ask students to draw one of the objects and add details to represent the physical properties of the object. As they record the properties of the object, use the following questions to help them describe the object's properties:

ASK • What shape is this object?

- What other words can you use to describe it?
- What material is it made of?
- Is the object smooth or rough?

Have students discuss their ideas.

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 1 Teacher Edition***

ISBN: 9781616291525

Current Page Number(s): 8

Location: Setting the Purpose, replace paragraph text

Original Text: New Content

Updated Text: If possible, gather one of the following suggested materials from around the classroom: block, clock, or paper. Show students the various classroom objects. Read the slide aloud. Let students know that they will learn how to compare the properties of objects.

Ask students to draw one of the objects and add details to represent the physical properties of the object. As they record the properties of the object, use the following questions to help them describe the object's properties:

ASK • What shape is this object?

- What other words can you use to describe it?
- What material is it made of?
- Is the object smooth or rough?

Have students discuss their ideas.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/39be2725-4d48-49ad-a153-d369ded593f4>

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Unit 3 > Concept 1 > Lesson 2 > Slide 2 > first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Day and night are a pattern that we notice from Earth. These patterns can be predicted.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/68888362-95d1-4e48-8103-a74b84e102e4>

Location: Unit 3 > Concept 1 > Lesson 6 > Read Together > Slide 13 > Turn and Talk > add new 3rd bulleted question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Student Edition***

ISBN: 9781616291570

Current Page Number(s): 28

Location: Turn and Talk

Original Text: New Content

Updated Text: Turn and Talk

- What objects might you observe in the day sky?
- What objects might you observe in the night sky?
- What did you observe about the stars in the images?

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 29

Location: Turn and Talk

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the following questions.

- What objects might you observe in the day sky? Sample response: I might see clouds, a rainbow, and the sun in the sky during the day.
- What objects might you observe in the night sky? Sample response: I might see darkness, the moon, and the stars in the sky at night.
- What did you observe about the stars in the images? Sample student response: I observed that there are a lot of stars. I observed that some of them are big and some are small.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/68888362-95d1-4e48-8103-a74b84e102e4>

Location: Unit 3 > Concept 1 > Lesson 6 > Educator Notes > Read Together > Slide 13 > Turn and Talk > add new 3rd bulleted question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Teacher Edition***

ISBN: 9781616291563

Current Page Number(s): 29

Location: During Reading, replace paragraph text

Original Text: New Content

Updated Text: Read the text aloud as students follow along, stopping to discuss key ideas and details. You may also use the immersive reader to play the audio or read the text aloud to students. Encourage all students to listen carefully while looking at the pictures to make connections. Pause reading for 1–2 minutes when you reach an image of the nighttime sky.

ASK • What do you observe about the stars? Sample response: I observed that there are a lot of stars. I observed that some of them are big and some are small.

• What do you observe about the moon? Sample response: I observed that the moon is big.

Then, have students tell a partner two main ideas from the reading.

Notice objects that you can only see in the sky during the day. Students should notice the rainbow and clouds.

Monitor students during the exploration to ensure that they are on the right track.

**Component: *Science Techbook for Texas by Discovery Education: Grade K***

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/68888362-95d1-4e48-8103-a74b84e102e4>

Location: Unit 3 > Concept 1 > Lesson 6 > Read Together > Slide 12 > add new text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade K Unit 3 Student Edition***

ISBN: 9781616291570

Proclamation 2024: Report of New Content (10/24/2023)

Page 31 of 2091

Current Page Number(s): 27

Location: Nighttime Sky, paragraph text

Original Text: New Content

Updated Text:

Look up at the sky in the night.

What do you see now?

Do you see stars?

Stars can be described as big or small.

Do you see the moon?

## **Publisher: Great Minds**

### **Science, Grade K**

**Program: *PhD Science Texas Level K Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Life***

ISBN: 9798885885164

Current Page Number(s): 361

Location: 4th Teacher Note

Original Text: New Content

Updated Text: Reword teacher note to include option of student oral response to item 3d. New wording: Student responses may vary. In item 3d, students should use evidence and reasoning to support their choice. If students need support to write a response, consider scribing or conducting one-on-one interviews.

**Component: *Life***

ISBN: 9798885885164

Current Page Number(s): 368

Location: Item 1a

Original Text: New Content

Updated Text: Change "Which two questions should you ask to find out if Mesa Verde has what this plant needs? Circle." to "To find out if Mesa Verde has the things a plant needs, what else should you ask? Circle two questions."

**Component: *Life***

ISBN: 9798885885164

Current Page Number(s): 377

Location: Item 1a

Original Text: New Content

Updated Text: Change "Which two questions should you ask to find out if Mesa Verde has what this plant needs? Circle." to "To find out if Mesa Verde has the things a plant needs, what else should you ask? Circle two questions."



**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 1

Location: Contents: Going Deeper

Original Text: New Content

Updated Text: Renamed the "Assessment" section "Assessment Overview"

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 1

Location: Contents: Implementation and Instructional Resources

Original Text: New Content

Updated Text: Added a row for the new section: "Activities for Review and Practice" with the corresponding page number.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 1

Location: Contents: Implementation and Instructional Resources

Original Text: New Content

Updated Text: Added a row for the new section: "Communicating with Caregivers" with the corresponding page number.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 1

Location: Contents: Additional Resources

Original Text: New Content

Updated Text: Added a row for the new section: "Student and Class Data Assessment Tools" with the corresponding page number.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 5

Location: Introduction: Research in Action

Original Text: New Content

Updated Text: To address use of students' home language, additional research in action that references The English Learners Success Forum's (ELSF's) Guidelines for Improving Science and Engineering Materials for Multilingual Learners and guides PhD Science Texas philosophy was added to the table.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 24

Location: Going Deeper

Original Text: New Content

Updated Text: Old Assessment section replaced with new Assessment Overview section.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 25

Location: Going Deeper: Anchor Visuals; first paragraph

Original Text: New Content

Updated Text: Between the third and fourth sentences, add: "Teachers should consider using students' own words when recording questions and related phenomena on the driving question board and when adding labels and explanations to the anchor model. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, teachers should update student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 26

Location: Going Deeper: Anchor Visuals; Driving Question Board table, Overview section

Original Text: New Content

Updated Text: Add the following to the end of the Overview section: "Teachers should consider using students' own words when recording questions and related phenomena on the driving question board. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, teachers should update student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 26

Location: Going Deeper: Anchor Visuals; Anchor Model table; Overview section

Original Text: New Content

Updated Text: Before the last sentence, add:

"Teachers should consider using students' own words when adding labels and explanations to the anchor model. Student language may include everyday language and students' home language."

After the last sentence, add:

"As students learn new terminology throughout the module, teachers should update student language to identify connections between the new terminology and concepts students previously described."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 30

Location: Going Deeper: English Language Development, paragraph at the top of page 30

Original Text: New Content

Updated Text: At the end of the paragraph, add: "PhD Science Texas allows and encourages the use of students' home language as an instructional support. Examples of these supports appear within the driving question board, anchor chart, and anchor model routines. Utilizing the environmental print in the classroom also allows students to make connections between their home language and English. The use of instructional routines simultaneously promotes science learning and English proficiency for English language learners and allows learners multiple entry points into participation. Establishing repeatable routines allows students to engage more deeply in learning opportunities when they understand the structures to communicate. See the Instructional Routines section in this Implementation Guide for further details."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 31

Location: Going Deeper: English Language Development, Sentence Frames and Word Banks; second paragraph, second sentence

Original Text: New Content

Updated Text: "A word bank might include leveled terms for English learners based on their proficiency levels (beginning, intermediate, advanced, or advanced-high level) or challenging terms for students working above grade level."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 39

Location: Implementation and Instructional Resources: Supporting Scientific Discourse

Original Text: New Content

Updated Text: Before the last paragraph in the Supporting Scientific Discourse section, added new subsection: Leveled Scientific Discourse Supports

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 40

Location: Implementation and Instructional Resources: Socratic Seminar Resource, STUDENT AND TEACHER ACTIONS, Teacher Actions

Original Text: New Content

Updated Text: After the first bullet point, added a new bullet point with the following text: "Use tools to monitor student oral language production and encourage student use of self-corrective techniques such as visual cues, metacognitive questions, or a checklist."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 41

Location: Implementation and Instructional Resources

Original Text: New Content

Updated Text: New section added: Leveled Socratic Seminar Sentence Frames

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 43

Location: Implementation and Instructional Resources: Instructional Routines, second paragraph

Original Text: New Content

Updated Text: Added to the end of the second paragraph: "These routines can be used for all levels of English learners: beginning, intermediate, advanced, or advanced-high. Teachers can modify to meet students' proficiency levels. See the leveled tables for suggested modifications."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 47

Location: Implementation and Instructional Resources: Instructional Routines

Original Text: New Content

Updated Text: New section added: Leveled Collaborative Conversation Routines and Techniques

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 49

Location: Implementation and Instructional Resources: Instructional Routines

Original Text: New Content

Updated Text: New section added: Leveled Collaborative Conversation Routines and Techniques

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 53

Location: Implementation and Instructional Resources: Instructional Routines

Original Text: New Content

Updated Text: New section added: Leveled Terminology Learning Routines

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 54

Location: Implementation and Instructional Resources: Instructional Routines

Original Text: New Content

Updated Text: New section added: Leveled Text-Based Routines

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 54

Location: Implementation and Instructional Resources

Original Text: New Content

Updated Text: New section added: Activities for Review and Practice

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 54

Location: Implementation and Instructional Resources

Original Text: New Content

Updated Text: New section added: Communicating with Caregivers

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 61

Location: Additional Resources: Horizontal and Vertical Alignments, Texas Essential Knowledge and Skills, Recurring Themes and Concepts table, Level 3 Earth Changes row, Energy and Matter column

Original Text: New Content

Updated Text: Insert a purple bullet into the Energy and Matter column for Level 3 Earth Changes.

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 81

Location: Additional Resources

Original Text: New Content

Updated Text: New section added: Student and Class Data Assessment Tools

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 92

Proclamation 2024: Report of New Content (10/24/2023)

Location: References

Original Text: New Content

Updated Text: "Andrews-Goebel, Nancy, and David Diaz. 2002. The Pot That Juan Built. New York: Lee & Low Books Inc."

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 92

Location: References

Original Text: New Content

Updated Text: "English Learners Success Forum (ELSF). n.d. "Guidelines for Improving Science and Engineering Materials for Multilingual Learners." Accessed July 24, 2023. <https://www.elsuccessforum.org/science-guidelines>. (Printable PDF: [https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/63583dfce1ea050576a1b335\\_ELSF\\_Science\\_Guidelines-02b.pdf](https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/63583dfce1ea050576a1b335_ELSF_Science_Guidelines-02b.pdf))"

**Component: *Implementation Guide: Levels K-5***

ISBN: 9798888114346

Current Page Number(s): 93

Location: References

Original Text: New Content

Updated Text: "Rocco, John. 2011. Blackout. New York: Hyperion."

**Component: *Weather with Spotlight Lessons on Magnets Teacher Edition***

ISBN: 9798885885157

Current Page Number(s): 32

Location: Lesson 2, immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Weather with Spotlight Lessons on Magnets Teacher Edition***

ISBN: 9798885885157

Current Page Number(s): 295

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2974>)."

**Component: *Life Teacher Edition***

ISBN: 9798885885164

Current Page Number(s): 386

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2975>)."

**Component: *Light with Spotlight Lessons on the Sky Teacher Edition***

ISBN: 9798885885171

Current Page Number(s): 240

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2976>)."

**Component: *Light with Spotlight Lessons on the Sky Teacher Edition***

ISBN: 9798885885171

Current Page Number(s): 466

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2977>)."

**Component: *Light with Spotlight Lessons on the Sky Teacher Edition***

ISBN: 9798885885171

Current Page Number(s): 470

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2977>)."

# Publisher: Houghton Mifflin Harcourt

## Science, Grade K

### Program: *HMH Into Science Texas Hybrid Classroom Package Grade K: TEKS*

#### Component: *HMH Into Science Texas Teacher License Digital Grade K*

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1–K.5 Skills & Themes Bank, p. 39

Location: Item 61 Answer choices A and B

Original Text: New Content

Updated Text: A. The black ball is bigger.

B. The white ball is bigger.

#### Component: *HMH Into Science Texas Teacher License Digital Grade K*

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1–K.5 Skills & Themes Bank, p. 24

Location: Item 37 prompt

Original Text: New Content

Updated Text: Which object can be used to test a prototype for sorting rocks?

#### Component: *HMH Into Science Texas Teacher License Digital Grade K*

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Magnets (TEKS K.7.A) Quiz p. 1

Location: Item 1 prompt and answer choices A - C

Original Text: New Content

Updated Text: Which describes how a magnet interacts with nails and paper clips?

A. A magnet pulls nails and paper clips toward it.

B. A magnet pushes nails and paper clips away from it.

C. A magnet pulls and pushes nails and paper clips.

#### Component: *HMH Into Science Texas Teacher License Digital Grade K*

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Light (TEKS K.8) Test, p. 3

Proclamation 2024: Report of New Content (10/24/2023)

Page 40 of 2091



Location: Item 5, prompt

Original Text: New Content

Updated Text: Cal shines a flashlight on a book in his room. He describes what happens to Dao. Dao listens to identify evidence about light. Which evidence is important to understand light? Circle the letters of TWO correct answers.

- A. You can see the book.
- B. The book shines light on the lamp.
- C. You cannot see anything in the room.
- D. The flashlight shines light on the book.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Objects and Patterns in the Sky (TEKS K.9) , p. 1

Location: Objects and Patterns in the Sky (TEKS K.9) Test, Item 1, image, prompt

Original Text: New Content

Updated Text: "Think about what you know about the day sky and night sky. Predict what you could observe in the day sky and night sky next week.

Move ONE correct answer to each box.

[Box with Day], [Box with Night]

- A. Image of sun in day sky
- B. Image of stars at night

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Objects and Patterns in the Sky (TEKS K.9) Test

Location: New item 6 after existing item 5, prompt and answer choices A-C

Original Text: New Content

Updated Text: Trey wants to describe the sun. Which words should he use?

- A. The star closest to Earth.
- B. The star furthest from Earth.
- C. A large ball of rock that circles Earth.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Objects and Patterns in the Sky (TEKS K.9) Test

Location: New item 7 after new item 6, prompt and answer choices A-C

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Winnie’s teacher asked her to describe the moon. Which sentence should she use?

- A. The moon is the closest star to Earth.
- B. The moon is an object that gives off its own light.
- C. The moon is a large ball of rock that circles Earth.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Objects and Patterns in the Sky (TEKS K.9) Test

Location: New item 8 after new item 7, prompt and answer choices A-D

Original Text: New Content

Updated Text: Lu’s teacher asks him to illustrate the moon. Which picture did he draw?

- A. [image of moon]
- B. [image of sun]
- C. [image of stars]
- D. [image of rainbow]

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects and Patterns in the Sky (TEKS K.9) Test

Location: New item 9 after new item 8, prompt and answer choices A-C

Original Text: New Content

Updated Text: Which objects might you draw if you illustrate objects the sky? Pick TWO correct answers.

- A. sun
- B. train
- C. stars

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects in the Sky (TEKS K.9.B) Quiz, p. 4

Location: New Item 6 after exiting item 5, prompt and answer choice A-C

Original Text: New Content

Updated Text: Julio wants to make a card with the sun on it. Which shows the picture he illustrated?

- A. [image of cloud]
- B. [Image of stars]
- C. [Image of sun]

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects in the Sky (TEKS K.9.B) Quiz, p. 4

Location: New Item 7 after new item 6, prompt and answer choice A-D

Original Text: New Content

Updated Text: Think about how you would illustrate the stars. Which picture most looks like what you would draw?

- A. [image of moon]
- B. [image of sun]
- C. [image of stars]
- D. [image of rainbow]

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects in the Sky (TEKS K.9.B) Quiz, p. 3

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: Observe the cloud. Observe the stars. Observe the sun. Show a day sky and a night sky by writing the letter of each picture in the box for the sky where the object belongs. Write the letter of ONE correct answer in each box. Each answer may be used more than once.

- A. [image of cloud]
- B. [image of stars]
- C. [image of sun]

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ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects in the Sky (TEKS K.9.B) Quiz, p. 3

Location: Item 5, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: You describe stars to your classmate. Choose ALL sentences you could use.

- A. The sun is a star.
- B. Stars are objects that give off their own light.
- C. Stars are large balls of rock that circle Earth.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Patterns in the Sky (TEKS K.9.A) Quiz, p. 2

Location: Item 2, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: Predict and use observable characteristics and patterns of day. Think about how the sun appears to move across the sky. Move each picture to the correct box.

[Table: Morning, Noon, Afternoon]

A. [image of afternoon]

B. [image of morning]

C. [image of noon]

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

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Current Page Number(s): Patterns in the Sky (TEKS K.9.A) Quiz, p. 4

Location: NEW item 6 to follow existing item 5. prompt, answer choices A-D with art

Original Text: New Content

Updated Text: Predict and use observable characteristics and patterns of night. Think about how the moon appears to change over time in the night sky. Move each picture to the correct box.

[Table: New moon, First-quarter moon, Full moon, Third-quarter moon]

A. [image of full moon]

B. [image of new moon]

C. [image of Third-quarter moon]

D. [image of First-quarter moon]

**Component: *HMH Into Science Texas Student License Digital Grade K***

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Patterns in the Sky (TEKS K.9.A), Day 4, New screen 2

Location: Top of screen, video gallery

Original Text: New Content

Updated Text: "How can you tell the difference between day and night? Watch the videos to learn more." [2 videos, one for characteristics of day and one for characteristics of night.]

**Component: *HMH Into Science Texas Student License Digital Grade K***

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Patterns in the Sky (TEKS K.9.A), Day 4, New screen 3

Location: Drag and drop activity

Original Text: New Content

Updated Text: "Identify things you observe in the day. Identify things you observe at night."

"Day" "Night"

[Students drag and drop the correct picture into the correct category.]

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth's Materials and Systems (TEKS K.10) Test, p. 5

Location: New item 8 after existing item 7

Original Text: New Content

Updated Text: You need to develop a model for the process of sorting rocks in a box. What is the first step of developing your model?

- A. Go outside and collect many more rocks.
- B. Decide different ways rocks can be sorted.
- C. Wash the rocks and find a new box for them.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth's Materials and Systems (TEKS K.10) Test, p. 1

Location: Item 2, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: Observe the day-to-day weather changes shown in the pictures. Describe the weather on each day.

Move ONE correct answer to each box.

Day 1 [image of rain]

Day 2 [image of sun]

Day 3 [image of wind]

- A. sunny
- B. rainy
- C. windy

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Rocks (TEKS K.10.A) Quiz, p. 4

Location: New item 7 to follow existing item 6, prompt, art, and Answer choice A-D

Original Text: New Content

Updated Text: Observe the rocks. [art]

Which word describes their color?

- A. jagged
- B. dark
- C. white
- D. hard

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Rocks (TEKS K.10.A) Quiz, p. 3

Location: Item 6, prompt and answer choices A, B, C, D

Original Text: New Content

Updated Text: Observe the rocks.

[art]

Which word describes their shape?

- A. large
- B. round
- C. white
- D. rough

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Using Resources (TEKS K.11.A) Quiz, p. 3

Location: Item 5 prompt

Original Text: New Content

Updated Text: Generate examples of uses of rocks and water. Write the letter of each use in the correct box.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Using Resources (TEKS K.11.A) Quiz, p. 2

Location: Item 4 prompt

Original Text: New Content

Updated Text: Maria has a truck load of soil. Generate uses for the soil. Choose TWO correct answers.

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Current Page Number(s): Grade K Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade K describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade K***

ISBN: 9780358841531

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 3

Location: Item 3, prompt

Original Text: New Content

Updated Text: "The balls can be sorted by their physical properties."

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 2

Proclamation 2024: Report of New Content (10/24/2023)

Page 47 of 2091

Location: Item 2, prompt

Original Text: New Content

Updated Text: "The items are sorted by shape.

Identify the shape used to sort the two objects. Record which item belongs when sorting by shape."

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 3

Location: Item 4, prompt

Original Text: New Content

Updated Text: "The items can be sorted by their physical properties."

**Component: *HMH Into Science Texas Teacher License Digital Grade K***

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Force and Motion (TEKS K.7) Test, p. 3

Location: Item 4, prompt, sentences 4–5, and table

Original Text: New Content

Updated Text: "Some letters may be used more than once. Not all letters will be used."

## **Publisher: McGraw Hill**

### **Science, Grade K**

**Program: *McGraw Hill Texas Science, Kindergarten: TEKS***

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide



**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: *Texas Science, Grade K Teacher Edition***

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: GK Pacing Guide

## **Publisher: Savvas Learning**

### **Science, Grade K**

**Program: *Texas Experience Science Grade K (Print with digital): TEKS***

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Link to Current Content:

[View Current Content](#)

Current Page Number(s): See link

Location: Science and Engineering Practices and Recurring Themes: Design a Ramp; third page; questions 5 and 6

Proclamation 2024: Report of New Content (10/24/2023)

Page 50 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: Student Edition: 5. Experiment Test your model. Does the model work? 6. Improve Write one way to make it better. Directions: Have students use the steps to design, build, test, and evaluate a skateboard ramp.

Updated Text: Student Edition 5. Experiment Test your model. Does the model work? 6. Identify What does the model show? What does the model NOT show? 7. Improve Write one way to make it better. Directions: Have students use the steps to design, build, test, and identify the advantages and limitations of their model.

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Link to Current Content:

[View Current Content](#)

Current Page Number(s): See link

Location: Science and Engineering Practices and Recurring Themes: Design a Ramp; third page; questions 5 and 6

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Edition/Annos 5. Experiment Test your model. Does the model work? Sample answer: My ramp does not work. It moves. 6. Improve Write one way to make it better. Sample answer: I can make it stay in one place. Directions: Have students use the steps to design, build, test, and evaluate a skateboard ramp.

Updated Text: Teacher Edition/Annos 5. Experiment Test your model. Does the model work? Sample answer: My ramp does not work. It moves. 6. Identify What does the model show? What does the model NOT show? Sample answer: The model shows how steep the ramp is. The model does not show how fast the skateboard moves. 7. Improve Write one way to make it better. Sample answer: I can make it stay in one place. Directions: Have students use the steps to design, build, test, and identify the advantages and limitations of their model.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Analyze Data and Use Models; Analyze Data and Use Models Activity; paragraph 2, sentence 3.

Original Text: Encourage students to discuss the advantages and disadvantages of using a model like this to study shadows.

Updated Text: Have students identify the advantages and limitations of using a model like this to study shadows.

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 51 of 2091

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 30

Location: Topic 2 Overview, Preview the Topic

Original Text: In this topic, students will learn how a magnet can create a force that cause changes in motion and position of some everyday objects. First, in Experience 1, they will describe and predict how a magnet interacts with different materials. Then, in Experience 2, they will use magnets to investigate how they can push or pull different objects.

Updated Text: In this topic, students will learn how a magnet can create a force that cause changes in motion and position of some everyday objects. First, in Experience 1, they will describe and predict how a magnet interacts with different materials. Then, in Experience 2, they will use magnets to investigate how they can push or pull different objects. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about properties of objects and ways to classify objects (TEKS K.6) with how objects interact with various materials in Topic 2.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 134

Location: Topic 6 Overview, Preview the Topic

Link to Updated Content:

[View Updated Content](#)

Original Text: In this topic, students learn about plants. First, in Experience 1, students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit. Then, in Experience 2, students will observe, describe, and identify how plants depend on air, sunlight, water, soil nutrients, and space to grow. Finally, in Experience 3, students will identify and record the steps within a simple plant life cycle and identify and compare the parts of young plants that resemble parts of the parent plant.

Updated Text: In this topic, students learn about plants. First, in Experience 1, students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit. Then, in Experience 2, students will observe, describe, and identify how plants depend on air, sunlight, water, soil nutrients, and space to grow. Finally, in Experience 3, students will identify and record the steps within a simple plant life cycle and identify and compare the parts of young plants that resemble parts of the parent plant. As you progress through the topic, connect the activities back to Topic 5, Rocks, Soil, and Water. Students can apply what they learned in Topic 5 about the practical uses for soil and water (TEKS K.11A) with the needs of plants in Topic 6.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 166

Location: Topic 7 Overview, Preview the Topic

Original Text: In this topic, students learn about animal needs and animal parts. First, in Experience 1, students identify the needs of all animals for air, water, food, space, and shelter. In Experience 2, they investigate which animal parts help them meet those needs.

Updated Text: In this topic, students learn about animal needs and animal parts. First, in Experience 1, students identify the needs of all animals for air, water, food, space, and shelter. In Experience 2, they investigate which animal parts help them meet those needs. As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space (TEKS K.12A) with the needs of animals in Topic 7.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 53

Location: Topic 2 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 165

Location: Topic 6 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 6 Spiraling Content Activity.

**Component: *Grade K Teacher Guide***

ISBN: 9781323223314

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 189

Location: Topic 7 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 7 Spiraling Content Activity.

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

Proclamation 2024: Report of New Content (10/24/2023)



**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 Topic Readiness Test (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test (see link for contents)

**Component: *Grade K Digital Components***

ISBN: 9781428553767

Location: Edited Grade-Level School to Home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Dear Students and Caregivers,

In Grade K, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about objects, magnets, motion, light, and shadows. They will explore patterns in the sky, rocks, soil, and water. Finally, students will learn about plants and animals.

This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding.

Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language.

Ask about homework assignments and check that your student has completed them.

Help your student collect materials and information for school activities.

Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online.

With your help and these strategies, your student can have a fun and successful experience this year!

Cordially,

---

Science Teacher

**Component: *Grade K Digital Component***

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade K Digital Component***

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

**Component: *Grade K Digital Component***

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

Proclamation 2024: Report of New Content (10/24/2023)

# Publisher: Studies Weekly

## Science, Grade K

### Program: *Texas Science Studies Weekly: Kindergarten: TEKS*

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.22-2.23

Location: Teacher Edition, Unit 2, Activity 4, "Reading to Learn" Step 8 (PDF pg. 22- 23)

Original Text: **TRR Approved New Content**

Updated Text: (replaced step 8 added steps a-i)

8. Distribute the (green text) **Identify Materials Hunt** printable, have students use the printable to identify materials around the classroom. a. **Say:** *Find something that is the same plastic material as the bubble wrap.*

b. Direct students to the first row of their (green text) **Identify Materials Hunt** printable.

c. **Ask:** How could we record the property of this plastic item? (red text) **(Check the box for "plastic.")**

d. **Say:** *What we just did is called recording the observable property of material. Now it's your turn.*

e. Allow students time to locate objects and record the material they are made of.

f. **Say:** Find something that is the same metal material as the muffin tin.

g. Allow students time to locate the materials and name their objects and the material they are made of.

h. **Say:** *Find something the same glass material as the marble. i Allow students time to locate the materials and name their objects and the material they are made of.*

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Printable: Studies Weekly Online, Unit 2, Activity 4, "Identify Materials Hunt" (PDF pg. 1)

Original Text: **TRR Approved New Content**

Updated Text: (added printable)

Component: *Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access*

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.34

Location: Teacher Edition, Unit 16, Activity 9, "Collaborative Learning" (PDF pg.34)

Proclamation 2024: Report of New Content (10/24/2023)

Page 59 of 2091

Original Text: **TRR Approved New Content**

Updated Text: (replaced step 2 and added text July review)

2. In their student editions, have students draw a model to illustrate the changes from seed to seedling, plant, flower, and fruit in a plant life cycle.

a. Separate students into groups or pairs. Explain to students that they will use their models to demonstrate their understanding of the phenomenon to their group or science partner.

3. **Say:** *What you have illustrated in your student edition shows all the changes in a plant's life cycle. Point to each stage on your model as I list them. Seed, seedling, plant, flower, fruit.*

**Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access**

ISBN: 9781649783745TE

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "Civil Engineer" and "Different Engineers" (PDF pgs. 1-2)

Original Text: **TRR Approved New Content**

Updated Text: (created supporting images)

**Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access**

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.58

Location: Teacher Edition, Unit 1, Week 4, Activity 1 (PDF pg. 1)

Original Text: **TRR Approved New Content**

Updated Text: (added text steps 5, 6, 7) 5. Show students the image Civil Engineer. a. Explain to students that there are different types of engineers who design different things. This image shows a type of engineer who designs structures. They design dams, roads, buildings, bridges, and factories. 6. **Say:** I'm going to show you three other types of engineers to explore and some human-made objects. Use clues from the images to match a design to each type of engineer. 7. Display the Different Engineers image to the class. a. Allow students to work in small groups or partnerships to match the objects to the engineers. b. If students struggle to match the images, point out the names of the engineers and their similar words (e.g., mechanical and machine, electrical and electricity, aerospace and airplane, etc.) or call attention to clues from the images, like wires, gears, or the jet.

**Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access**

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.34-1.35

Location: New content due to rejected TEK Teacher Edition, NEW CONTENT K (5)(G)(ii) and (5)(G)(iii) Teacher Edition, Unit 1, Week 2, Activity 4, "Collaborative Learning," Steps 1-11

Original Text: **TRR Approved New Content**

Updated Text: (added text Collaborative Learning)

Proclamation 2024: Report of New Content (10/24/2023)

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1. Group students into pairs or small groups. Option: Decide on drawings as a class and do this activity as a whole group.
2. Direct students' attention to the image of the giraffe and children that accompanies Activity 3 in their student editions.
3. Remind students that the giraffe is an organism and that the bodies of the giraffe and children are all examples of systems.
4. **Ask:** What conditions or factors could cause the giraffe to change?
5. Explain to the students that the giraffe having no access to food or water, aging, or being injured could cause the giraffe to change.
6. **Ask:** What conditions or factors could cause the giraffe to stay the same?
7. **Say:** *Having access to food and water and being in a safe environment that keeps the giraffe from being hurt or injured could cause the giraffe to stay the same.*
8. **Ask:** What conditions or factors could cause your body to stay the same or change? (bold red text ->) **(Having access to food and water, being safe, or aging.)**
9. Pair students with a science partner.
10. **Say:** *Think of your favorite organism, like a dog, cat, or bird. Tell your science partner what could cause that organism to change or stay the same.*
11. **Say:** *Now think of a system in your life, like a bike, scooter, TV, or phone. Tell your science partner what could cause that system to change or stay the same.*
12. Have students draw a picture of the organism and system in their student editions.
13. **Say:** *Organisms like plants, animals, and humans sometimes change and sometimes stay the same.*
14. **Say:** *Objects, organisms, and systems change or stay the same based on many factors or conditions in their environments. Scientists study these changes.*

**Component: Texas Science Studies Weekly: K Grade Teacher Edition with Online Access**

ISBN: 9781649783745TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: **(TRR Approved New Content)**

## 1. Experience Together

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like "What do you think causes this?" Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

## 2. Explore Together

Explore the unit content, including the activities, articles, and "TEKS Explained" articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you'll be able to read through their answers. Encourage them to discuss and explain their ideas.

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### 3. Learn Together

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

### 4. Review Together

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

### 5. Play Together

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

#### **Component: *Texas Science Studies Weekly: K Grade Teacher Edition with Online Access***

ISBN: 9781649783745TE

Location: N/A New Content

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

#### 1 Preparation

Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

#### 2 Accommodations

Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

#### 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

#### 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a “Testing” sign on your classroom door to help promote a distraction-free zone. Prompt students to remain seated while you pass out and collect testing materials. Provide additional instructional

activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

#### 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed. If students request help relating to the assessment's content, respond neutrally with, "I can't answer that for you; just do your best." Provide any and all technical assistance necessary during electronic assessments.

#### 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga<sup>®</sup>. This is a research-based<sup>1</sup> practice that has positive impacts on working memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage parents and students to prepare for testing with a good night's sleep and protein-rich breakfast.

<sup>1</sup>Thomas, Joseph Ivin and Venkatesh D, "A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function," National Journal Physiology, Pharmacy and Pharmacology, vol. 7, issue 9, June 26, 2017. <https://njppp.com/fulltext/28-1490682875.pdf>

**Component: Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access**

ISBN: 9781649783745TE

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 12.15

Location: **TRR Approved New Content**

Original Text: New Content

Updated Text: (replaced text 1-10)

1. Explain to students that they are going to grow their own plants. The type of plant they will grow is called a cress plant.
2. Give each student a 9-oz plastic cup containing approximately one cup of potting soil.
3. Sprinkle the soil in each student's cup with 10–15 cress seeds.
4. Let them use a water spray bottle to lightly spray the soil with water (2–3 sprays) and then place their cups on a window sill.
5. Explain to students that they will spray their seeds each day and draw a picture of what they look like.

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6. Ask: What need are we helping the cress plants meet by spraying them each day? (red text) (**water**)
7. Distribute the Cress Plant Journal printable.
  - a. Have students record their drawing for the day under “Day 1” in their printables.
8. **Ask:** Where should we try to put the plant? (red text) (**somewhere it can get sunlight and air**)
9. **Ask:** Why do you think the seeds are being planted in soil? (red text) (**Plants need nutrients to grow, and soil contains nutrients for the plant.**)
10. **Say:** *Soil provides plants with nutrients needed to grow and survive, we will be able to observe what plants need as they grow in the soil.*

## Publisher: Summit K12 Holdings

### Science, Grade K

#### Program: *Dynamic Science Kindergarten: TEKS*

**Component:** *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: K.9B Lesson Guide - Connect to Art NEW CONTENT will be added here.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: How can we construct a model that represents the patterns we observe in the sky?

- Students will construct a model of the sky during the day or night.
- Students think about whether they create a model of daytime or nighttime.
- Give students time to work and construct their designs. Students share their models and ask questions based on their observations to provide feedback to their peers.
- Students identify and discuss the advantages and disadvantages of using a model to learn science.
- Students revise their own models based on new learning and feedback.

**Component:** *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: K.13C Lesson Guide Engage Bullet 5 New Content will be added here.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will work in pairs to create a model showing the changes in a plant life cycle. They will describe how conditions such as sunlight, water, and air can cause the plant to either change or stay the same. Students share their models with another group and identify the basic advantages and limitations of their models. Students will provide feedback to each other and revise their models based on their discussion.



**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Engineering Design Challenge

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Engineering Design Challenges have been added to the curriculum to support students in engaging in the engineering design process.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781433406058

Location: Diagnostic Assessment - Student

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180188

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180188

Location: ELPS document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Kindergarten TEKS.

**Component: *Dynamic Science Kindergarten***

ISBN: 9781616180188

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

## Publisher: TPS Publishing

### Science, Grade K

#### Program: *STEAM into Science - Grade Kindergarten Edition: TEKS*

**Component:** *Learn By Doing STEAM Activity Reader Book - Kindergarten Teacher Edition*

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 93

Location: Vocabulary list

Original Text: New Content

Updated Text: Add "Star"

**Component:** *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 265

Location: Added to the bottom

Original Text: New Content

Updated Text: What will happen if an animal gets all of the things it needs? What might happen if an animal cannot get something it needs? For example, if the shelter it usually has is destroyed? Or, how might an animal feel if it cannot get enough air? What might happen?

**Component:** *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 39

Location: Description adjusted

Original Text: New Content

Updated Text: There are many different ways that we can measure and group objects. You can think about ways that the objects could be grouped (or classified). In this experiment you are going to use several different physical properties. You will identify, separate, classify compare and record objects.

**Component: STEAM Activity Guide - Kindergarten Student Edition**

ISBN: 9781788057967

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 203

Location: Let's Talk About it

Original Text: New Content

Updated Text: Think about if you have ever swum under water. If you have, you would have had to hold your breath. Think about how your body felt. Consider if you are dependent on air.

**Component: Online Library – Teacher support**

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade Kindergarten -

<https://docs.google.com/spreadsheets/d/1BBfugnBbRIhsxTEng2u6NYIPIIEpMGg/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: Online Library – Teacher support**

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade Kindergarten -

<https://docs.google.com/spreadsheets/d/1bmyPWxgi1TjFIDEVGKknErCJlb-sG8sZ/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: Online Library – Teacher support**

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade Kindergarten - <https://drive.google.com/file/d/1rqgltUv-hh0xlx-Ylf6mPaQ0-1I7A1qs/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade Kindergarten -

<https://docs.google.com/spreadsheets/d/14kGO1OpBjAY2HsUoMi8LrkWdcBOMtMzW/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

## **Publisher: EduSmart**

### **Science, Grade K**

**Program: *2024 EduSmart Science Grade K: ELPS***

**Component: *2024 Edusmart Science Grade K***

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Original Text: New Content

Updated Text: none

**Component: *2024 Edusmart Science Grade K***

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Original Text: New Content

Updated Text: none

**Component: *2024 Edusmart Science Grade K***

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

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Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 Edusmart Science Grade K**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

## **Publisher: Accelerate Learning Inc.**

### **Science, Grade 1**

**Program: STEMscopes Science TX - Grade 1 : TEKS**

**Component: STEMscopes Science TX - Grade 1 (Online)**

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New content ELPS strategy added

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Proficiency Level

ELPS: Learning

c1E: internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

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Strategy: Choose the Words

From *Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners* by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

Students or the teacher choose a basic vocabulary word from the word wall. Students use the word in a conversation with the teacher and then write a sentence using the word.

Intermediate

Students or the teacher choose a basic vocabulary word or content-based, grade-level vocabulary word from the word wall. Students use the word in a conversation with the teacher or another student and then write a sentence from the conversation using the word.

Advanced/Advanced High

Students choose a content-based, grade-level vocabulary word from the word wall. Students use the word in a conversation with another student and then write a sentence from the conversation using the word. The complexity of the sentence will vary depending on students' command of the language.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 1 (Online)*

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: N/A Added ELPS

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: English Language Support Strategies

Proficiency Level

ELPS: Listening

c2E: use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Strategy: Oral Scaffolding

From *Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners* by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

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## Beginner

The teacher provides word cards, with a specific word written on each card that is part of the simpler vocabulary of the concept students are studying. The teacher pronounces the word, explains its meaning, and uses it in a sentence. The student then pronounces the word and uses the word to complete a sentence stem (“\_\_\_\_\_ means...” or “I think \_\_\_\_\_ is...”).

## Intermediate

The teacher provides word cards, with a specific word written on each card that is part of the academic vocabulary students are studying. The teacher pronounces the word and uses the word in a sentence pertaining to the concept students are studying. The student then pronounces the word and uses it in a different sentence. Complexity of the sentences will vary depending on students’ command of the language.

## Advanced/Advanced High

The teacher provides students with a short list of more complex words pertaining to the concept they are studying. Each student chooses a word from the list, pronounces it, and gives the meaning of the word. Teacher support is given if needed. Then, the student writes and reads a sentence using the word as it is used in the academic concept. Complexity of the sentences will vary depending on students’ command of the language.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 1 (Online)*

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: N/A added ELPS

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: English Language Support Strategies

Proficiency Level

ELPS: Listening

c2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

Strategy: Chunking Input

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by

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John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

The teacher gives students material that has already been broken into chunks. Students read the material and draw pictures that summarize each chunk.

Intermediate

The teacher gives students materials that they can chunk. Students read and organize the materials in a way that will help them internalize it better. Students use the chunks to write summaries or paraphrase the material.

Advanced/Advanced High

Students break down materials to enable them to better organize and internalize it. They chunk the materials in such a way as to create their own schema to help understand new concepts. Students then write summaries or paraphrase the material.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 1 (Online)*

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: N/A New Elps

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Proficiency Level

ELPS: Listening

c2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

Strategy: Chunking Input

From *Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners* by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

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The teacher gives students material that has already been broken into chunks. Students read the material and draw pictures that summarize each chunk.

Intermediate

The teacher gives students materials that they can chunk. Students read and organize the materials in a way that will help them internalize it better. Students use the chunks to write summaries or paraphrase the material.

Advanced/Advanced High

Students break down materials to enable them to better organize and internalize it. They chunk the materials in such a way as to create their own schema to help understand new concepts. Students then write summaries or paraphrase the material.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 1 (Online)*

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: highlighted in doc

## **Publisher: Discovery Education Inc**

### **Science, Grade 1**

#### **Program: *Science Techbook for Texas by Discovery Education - Grade 1: TEKS***

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Student Edition*

ISBN: 9781616291655

Current Page Number(s): 101

Location: What Did You Figure Out, right-hand image

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3f1c914b-bd66-41db-87ef-857d0c44d2e9>

Location: Unit 1 > Concept 2 > Lesson 9 > Educator Notes > Slide 10 > What Did You Figure Out, right-hand image

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Teacher Edition***

ISBN: 9781616291631

Current Page Number(s): 28

Location: ELPS chart

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Teacher Edition***

ISBN: 9781616291631

Current Page Number(s): 69

Location: Setting the Purpose, below bulleted list and above Making Predictions heading

Original Text: New Content

Updated Text: Explain to students why it is important to follow safety procedures when they are conducting field investigations. You may need to explain that the "field" includes science investigations that occur on the school grounds or in settings like parks, museums, or forest preserves. Students should be reminded before leaving the classroom to wear proper clothing, use the buddy system, and to report accidents to an adult. Students should always demonstrate these practices when outside of the classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Teacher Edition***

ISBN: 9781616291631

Current Page Number(s): 84

Location: ELPS chart

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Teacher Edition***

ISBN: 9781616291679

Current Page Number(s): 74

Location: Below discourse item ("What questions do you have...") and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Teacher Edition***

ISBN: 9781616291679

Current Page Number(s): 84

Location: First chart, Perform It! column, below existing items

Original Text: New Content

Updated Text: Students can design and/or build a model prototype that shows how rainwater is captured and conserved for a garden and describe the advantages and limitations of the model to the class.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Teacher Edition***

ISBN: 9781616291679

Current Page Number(s): 39

Location: Chart; Perform It! column, below existing items

Original Text: New Content

Updated Text: Students can make a model that demonstrates the properties of different types of soil.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Student Edition***

ISBN: 9781616291730

Current Page Number(s): 106

Location: Below existing question and draw box

Original Text: New Content

Updated Text: How did you stay safe during the investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 102

Location: What Did You Figure Out, Pencil box, beneath existing questions and annos

Original Text: New Content

Updated Text: How did you stay safe during the investigation? Student responses will vary. Sample response: We stayed safe during the field investigation by staying with our class.

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**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 106

Location: ELPS chart

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Student Edition***

ISBN: 9781616291730

Current Page Number(s): 10

Location: Below existing question and draw box

Original Text: New Content

Updated Text: How did you stay safe during the investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 12

Location: What Did You Figure Out?, 2nd Pencil box, beneath existing question and answer

Original Text: New Content

Updated Text: How did you stay safe during the investigation? Student responses will vary. Sample response: We were careful, we did not run with the scissors, and we cleaned up any paper scraps.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Student Edition***

ISBN: 9781616291730

Current Page Number(s): 16

Location: Safety box, below existing bullets

Original Text: New Content

Updated Text: • Remember to demonstrate safe practices while you are investigating outside of your classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 19

Location: Setting the Purpose, after first paragraph, add new second paragraph

Original Text: New Content

Updated Text: Explain to students why it is important to follow safety procedures when they are conducting field investigations. You may need to explain that the "field" includes science investigations that occur on the school grounds

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or in settings like parks, museums, or forest preserves. Students should be reminded before leaving the classroom to wear proper clothing, use the buddy system, and to report accidents to an adult. Students should always demonstrate these practices when outside of the classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Student Edition***

ISBN: 9781616291730

Current Page Number(s): 20

Location: Below existing question and draw box

Original Text: New Content

Updated Text: How did you stay safe during the investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 21

Location: What Did You Figure Out?, 2nd Pencil box, beneath existing question and answer

Original Text: New Content

Updated Text: How did you stay safe during the investigation? Student responses will vary. Sample response: I did not touch the insects, and I washed my hands when we were done.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Student Edition***

ISBN: 9781616291730

Current Page Number(s): 27

Location: What Makes Something Living or Nonliving?, paragraph text, below existing sentences

Original Text: New Content

Updated Text: Is this teddy bear a good model of a real bear? What do you think?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 37

Location: Chart, Find It! column, below existing content

Original Text: New Content

Updated Text: Students can find nonliving models of living things and describe the advantages and limitations of these models.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): 78

Location: After Discourse section, before the section beginning "Then, ask the class the following questions."

Original Text: New Content

Updated Text: As time permits, work as a class to make a table with pictures and numbers, a bar graph, or a simple pictograph of students' favorite insects. Then, ask the class the following questions.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Student Edition***

ISBN: 9781616291655

Current Page Number(s): 16

Location: Part 6, after Step 3

Original Text: New Content

Updated Text: 4. How many different shapes do you see?

5. How many sides does each shape have?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Teacher Edition***

ISBN: 9781616291631

Current Page Number(s): 15

Location: Part 6, Pencil box below bullets, after existing question and anno

Original Text: New Content

Updated Text: How many different shapes do you see? Student responses will vary. Sample response: I see three shapes; I see a circle, a square, and a triangle.

How many sides does each shape have? Student responses will vary. Sample response: The box has six sides. The can has two sides.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Teacher Edition***

ISBN: 9781616291679

Current Page Number(s): 104

Location: Setting the Purpose, below ASK questions, new paragraph

Original Text: New Content

Updated Text: Use sticky notes to create a class graph showing favorite types of weather. Categories may include hot, cold, rainy, snowy, sunny, and windy weather. Students should draw a symbol on the sticky note to represent their favorite type of weather and place the sticky note on the class graph.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Teacher Edition***

ISBN: 9781616291679

Current Page Number(s): 54

Location: Above What Did You Figure Out? header, insert new Discourse icon, questions, and annos

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the questions.

- How did using a model of a lake, a pond, and an ocean help you understand the properties of water? Sample response: We did not have to go to the ocean to learn more about the water. We could look at it right in our classroom.
- What was challenging about using the models of a lake, a pond, and an ocean? Sample response: The water in real life might have other things in it that we could observe.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 2 Student Edition***

ISBN: 9781616291693

Current Page Number(s): 63

Location: Above What Did You Figure Out? header, insert new Turn and Talk head and questions

Original Text: New Content

Updated Text: • How did using a model of a lake, a pond, and an ocean help you understand the properties of water?  
• What was challenging about using the models of a lake, a pond, and an ocean?

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): 20

Location: Part 2, after last paragraph, insert new Discourse icon and question.

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the question.  
What safety rules did you follow during the investigation? Student responses will vary. Sample response: I did not touch insects. I washed my hands when the investigation was over.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > Safety Poster

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated content in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Proclamation 2024: Report of New Content (10/24/2023)

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f7246aaf-9b59-423a-9ee1-bac6f5174f33>

Location: Unit 1 > Concept 2 > Lesson 2 > Educator Notes > Slide 3 > Setting the Purpose

Original Text: New Content

Updated Text: Describe to students that different factors or conditions applied to objects can cause the object to change or stay the same. Refer to the objects sitting on the desk before you pushed them and note that they stayed the same.

ASK

- What factors made the object move? Sample response: Pushing the object made it move. Falling off the desk made the object fall down.
- Did both objects move the same way? Why or why not? Sample response: No, the ball moved farther because it rolled.

**Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 1 Teacher Edition***

ISBN: 9781616291631

Current Page Number(s): 61

Location: Setting the Purpose, 2nd paragraph

Original Text: New Content

Updated Text: Encourage students' thinking by setting a cube and a ball on a desk. Gently push each object. Have students observe what happens.

Describe to students that different factors or conditions applied to objects can cause the object to change or stay the same. Refer to the objects sitting on the desk before you pushed them and note that they stayed the same.

## **Publisher: Great Minds**

### **Science, Grade 1**

**Program: *PhD Science Texas Level 1 Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 29

Location: Lesson 2, immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 221

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 85 of 2091

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2978>)."

**Component: *Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 397

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2979>)."

**Component: *Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 281

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2980>)."

**Component: *Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 556

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2981>)."

**Component: *Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 558

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2981>)."

**Component: *Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 560

Location: End-of-Spotlight Assessment Rubric Part C; end of the first paragraph

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 86 of 2091

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2981>)."

**Component: *Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 321

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2983>)."

**Component: *Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 611

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2982>)."

**Component: *Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 613

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2982>)."

## **Publisher: Houghton Mifflin Harcourt**

### **Science, Grade 1**

**Program: *HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS***

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank, p. 11

Location: Item 24, prompt, table, and answer choices

Original Text: New Content

Updated Text: "Ayan measured the temperature on 6 days as evidence that the weather pattern has been hot. How can Ayan use the data he collected to complete the table? Write the letter of each answer in the correct box."

Proclamation 2024: Report of New Content (10/24/2023)

Page 87 of 2091

[Image of 6 thermometers]  
[Table] "Outside Temperature Measurements"  
"Temperature" "Number of Days"  
"90 degrees"  
"92 degrees"  
"95 degrees"  
"A. 1 B. 3 C. 2"

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank, p. 27

Location: Item 56, prompt, table, answer choices

Original Text: New Content

Updated Text: "Hannah took a small soil sample. She found the amount of each item in the soil. Hannah recorded her results in the table. Look at the table."

[Table]

"Object" "Amount"

"Grains of sand" "53"

"Small rocks" "18"

"Twigs" "3"

"Describe the objects in terms of relative quantity. Move ONE correct answer to each box.

There were [BLANK] small rocks than grains of sand. There were [BLANK] grains of sand than twigs."

"A. more

B. fewer"

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Current Page Number(s): Grade 1 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 1 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."



**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 1.6) Test, p. 3

Location: Item 5, image

Original Text: New Content

Updated Text: image edited to include a box around two dimpled objects, box around two smooth objects, and box around two fuzzy objects, and make two fuzzy objects larger and fuzzier

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Properties of Matter (TEKS 1.6.A) Quiz, p. 3

Location: Item 4, answer choice B

Original Text: New Content

Updated Text: "B. heavy"

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Properties of Matter (TEKS 1.6.A) Quiz, p. 3

Location: Item 4, table, first row image

Original Text: New Content

Updated Text: image of bowling ball and large rock

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Parts of a System (TEKS 1.6.C) Quiz, p. 2

Location: Item 3, art

Original Text: New Content

Updated Text: image of basketball hoop with backboard and rim on the ground, rim is lighter gray

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.6.C, Day 4, insert new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Read Write Share

Think like a toy engineer who is designing a new toy. What kind of toy would you design and why?

Communicate explanations individually in a variety of settings and formats. You can write, draw, or tell others to explain why.

You may share your explanation with your teacher, another group, or present it to the class."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 40

Location: below multiple choice item

Original Text: New Content

Updated Text: "Read Write Share

Think like a toy engineer who is designing a new toy. What kind of toy would you design and why?

Communicate explanations individually in a variety of settings and formats. You can write, draw, or tell others to explain why.

You may share your explanation with your teacher, another group, or present it to the class."

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ISBN: 9780358860198

Link to Current Content:

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Current Page Number(s): Changes in Matter (TEKS 1.6.B) Quiz, p. 3

Location: Item 4, Answer choice A

Original Text: New Content

Updated Text: "A. A log burns."

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Forces and Motion (TEKS 1.7) Test, p. 3

Location: Item 5, answer choices B and C

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: [Answer Choices]

B. image of child with kite holding string

Remove third answer choice

**Component: *HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Forces and Motion (TEKS 1.7) Test, p. 3

Location: Item 5, table

Original Text: New Content

Updated Text: [Table]

"pull to stop"

"pull to start"

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 146

Location: Paragraph 1

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.9.A, Day 5 Screen 3

Location: Paragraph 1

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:

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Current Page Number(s): p. 130

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Column 1, Support for Children's Answers, Read, Write, Share

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.9.A, Day 3, new screen after current Screen 5

Location: new screen

Original Text: New Content

Updated Text: "Listen for Evidence

Select a season. Use what you have learned to describe your season to your partner. Ask your partner to guess your season and explain how they know.

Listen actively to your partner's explanation to identify important evidence that shows they have identified the correct season.

Then have your partner describe their season to you. Guess your partner's season and explain how you know."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 139

Location: Top of page, above Exit Ticket

Original Text: New Content

Updated Text: "Listen for Evidence

Select a season. Use what you have learned to describe your season to your partner. Ask your partner to guess your season and explain how they know.

Listen actively to your partner's explanation to identify important evidence that shows they have identified the correct season.

Then have your partner describe their season to you. Guess your partner's season and explain how you know."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 218

Location: Safety, before first bullet

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: "Describe how to be safe while doing the activity outside."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.10.D, Day 2 Screen 2

Location: Safety, before first bullet

Original Text: New Content

Updated Text: "Describe how to be safe while doing the activity outside."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.11.A, Day 3, Screen 3

Location: Step 5, sentence 2

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 247

Location: Step 5, sentence 2

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 221

Location: Column 2, first Support for Children's Answers at top of column

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.11.A, Day 6, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Saving Soil

Show how wind can affect soil. Use the soil from Day 4."

[bullet] "Place loose soil on a plate."

[bullet] "Blow gently across the plate."

[bullet] "Observe."

[bullet] "Propose a solution to stop the moving soil."

[bullet] "Make and test a model of your solution."

"Think about how the model supports your solution. Communicate your solution individually in a variety of settings and formats. You may discuss your idea with a partner or present it to the class. You can choose to tell or write about your model or use an illustration instead."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

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Current Page Number(s): p. 262

Location: bottom of page

Original Text: New Content

Updated Text: "Saving Soil

Show how wind can affect soil. Use the soil from Day 4."

[bullet] "Place loose soil on a plate."

[bullet] "Blow gently across the plate."

[bullet] "Observe."

[bullet] "Propose a solution to stop the moving soil."

[bullet] "Make and test a model of your solution."

"Think about how the model supports your solution. Communicate your solution individually in a variety of settings and formats. You may discuss your idea with a partner or present it to the class. You can choose to tell or write about your model or use an illustration instead."

**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 230

Location: Column 2, bottom of column

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: "Saving Soil: Children will use soil from Day 4 to show how wind can affect soil. After observing how the soil moves, children will propose a solution to stop the moving soil. Children will then make and test a model of their solution. Supply children with materials they may need to make their models and present their solutions."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 293

Location: paragraph 3

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.12.A, Day 2, Screen 5

Location: paragraph 2

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 260

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 3

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 352

Location: Paragraph 2, sentence 3

Original Text: New Content

Updated Text: "Write facts about where the animal lives and what it eats. Use the facts you collect to develop a model of your animal's food chain. Start your model with the sun."

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**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 304

Location: Column 1, Read, Write, Share, paragraph 1, after sentence 3

Original Text: New Content

Updated Text: "Have children use the facts they collected to develop a model of their animal's food chain."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.12.C, Day 4, Screen 3

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Use the facts you collect to develop a model of your animal's food chain. Start your model with the sun."

**Component: *HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.13.A, Day 5, Screen 3

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 380

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."



**Component: *HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 322

Location: Column 1, Read, Write, Share, Support for Children's Answers, Read, Write, Share, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."

## **Publisher: McGraw Hill**

### **Science, Grade 1**

#### **Program: *McGraw Hill Texas Science, Grade 1: TEKS***

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Language Transfers Handbook

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: See new content document: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: G1 Pacing Guide

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: K-5 Assessment Administration Guide

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: K-5 Communicating with Caregivers Guide

**Component: *Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Improving Literacy for English Learners

## Publisher: Savvas Learning

### Science, Grade 1

**Program: *Texas Experience Science Grade 1 (Print with digital): TEKS***

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake.

Updated Text: In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake. As you progress through the topic, connect the activities back to Topic 1, object's. Students can apply what they learned in Topic 1 about observable physical properties of object's and changes in materials caused by heating and cooling (TEKS 1.6A, 1.6B) to how heating materials can cause reversible changes and irreversible changes in Topic 2.

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 70

Location: Topic 3 Overview, Preview the Topic

Original Text: In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.

Updated Text: In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. As you progress through the topic, connect

the activities back to Topic 1, object's. Students can apply what they learned in Topic 1 about object's and the properties of matter (TEKS 1.6A) to what they are learning about pushes and pulls on object's in Topic 3.

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish.

Updated Text: In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish. As you progress through the topic, connect the activities back to Topic 6, Living Things and Environments. Students can apply what they learned in Topic 6 about how living things have basic needs (TEKS 1.12A) to how the structures of animals help them survive in an environment. They can also apply what they learned about living things producing young to parents and young animals (TEKS 1.12B) with life cycles they learn about in Topic 7.

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 68

Location: Topic 2 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 92

Location: Topic 3 Wrap-Up, Spiraling Content

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

**Component: *Grade 1 Teacher Guide***

ISBN: 9781323223321

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 220

Location: Topic 7 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 7 Spiraling Content Activity.

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 102 of 2091

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

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Page 104 of 2091



Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test (see link for contents)

**Component: *Grade 1 Digital Components***

ISBN: 9781428553774

Current Page Number(s):

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 1, your student will be introduced to topics in physical, earth, and life science. Students will learn about object's, heat, force, and motion. They will explore weather, seasons, and Earth materials. Finally, students will learn about living things and environments. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

Updated Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed content and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 1, your student will be introduced to topics in physical, earth, and life science. Students will learn about object's, heat, force, and motion. They will explore

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weather, seasons, and Earth materials. Finally, students will learn about living things and environments. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

**Component: *Grade 1 Digital Component***

ISBN: 9781428553774

Current Page Number(s): Exit Ticket slide

Location: Key Ideas Presentation, Exit Ticket Slide, Teacher Support notes

Original Text: New Content

Updated Text: Exit Ticket

Teacher Support

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 1 Digital Component***

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 1 Digital Component***

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

**Component: *Grade 1 Digital Component***

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

# Publisher: Studies Weekly

## Science, Grade 1

### Program: *Texas Science Studies Weekly: First Grade: TEKS*

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

#### 1. Experience Together

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like “What do you think causes this?” Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

#### 2. Explore Together

Explore the unit content, including the activities, articles, and “TEKS Explained” articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you’ll be able to read through their answers. Encourage them to discuss and explain their ideas.

#### 3. Learn Together

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

#### 4. Review Together

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

#### 5. Play Together

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Location: N/A New Content

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

1 Preparation

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Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

## 2 Accommodations

Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

## 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

## 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a "Testing" sign on your classroom door to help promote a distraction-free zone. Prompt students to remain seated while you pass out and collect testing materials. Provide additional instructional activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

## 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed. If students request help relating to the assessment's content, respond neutrally with, "I can't answer that for you; just do your best." Provide any and all technical assistance necessary during electronic assessments.

## 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga®. This is a research-based<sup>1</sup> practice that has positive impacts on working memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage

parents and students to prepare for testing with a good night's sleep and protein-rich breakfast.

1Thomas, Joseph Ivin and Venkatesh D, "A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function," National Journal Physiology, Pharmacy and Pharmacology, vol. 7, issue 9, June 26, 2017.

<https://njppp.com/fulltext/28-1490682875.pdf>

## Publisher: TPS Publishing

### Science, Grade 1

#### Program: *STEAM into Science - Grade 1 Edition: TEKS*

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 1 -

[https://docs.google.com/spreadsheets/d/1u9Uoz\\_7Bk6mB9KpQGivF4r\\_Dm-7U4ikl/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1u9Uoz_7Bk6mB9KpQGivF4r_Dm-7U4ikl/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 1 -

[https://docs.google.com/spreadsheets/d/1eOd7d0VzfikXpI\\_AI2NVF4ZrmB3i0Dos/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1eOd7d0VzfikXpI_AI2NVF4ZrmB3i0Dos/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: TEKS 1-5 content guide - Grade 1 -

[https://drive.google.com/file/d/12UIC3daiGWWYE4KNZtY87EI\\_nHSGDVIq/view?usp=sharing](https://drive.google.com/file/d/12UIC3daiGWWYE4KNZtY87EI_nHSGDVIq/view?usp=sharing)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 1 -

[https://docs.google.com/spreadsheets/d/1\\_BW7Bw2EHT334RvEJGz2g4A-JGMBrumq/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1_BW7Bw2EHT334RvEJGz2g4A-JGMBrumq/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment K-12 -

<https://docs.google.com/spreadsheets/d/1gnqQPDygy5XlvePluOqbk56D3Sbr0HK/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

## **Publisher: Summit K12 Holdings**

### **Science, Grade 1**

#### **Program: *Dynamic Science 1st Grade: ELPS***

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each First Grade TEKS Lesson Guide.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Phenomenon

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each First Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Performance Task

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each First Grade TEKS.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each First Grade TEKS.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each First Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each First Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)



Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each First Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Diagnostic Assessment - Student

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180218

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180201

Location: ELPS document

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each First Grade TEKS.

**Component: *Dynamic Science 1st Grade***

ISBN: 9781616180201

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

## **Publisher: Discovery Education Inc**

### **Science, Grade 2**

**Program: *Science Techbook for Texas by Discovery Education - Grade 2: TEKS***

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ff72239-ac75-463e-afdc-cef0bb9f14ff>

Location: Unit 2 > Concept 1 > Lesson 3 > Interactive section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ff72239-ac75-463e-afdc-cef0bb9f14ff>

Location: Unit 2 > Concept 1 > Lesson 3 > Interactive section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new text in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > Safety Poster

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Student Edition***

ISBN: 9781616291839

Current Page Number(s): 159

Location: Below the table, insert new Turn and Talk icon and new question

Original Text: New Content

Updated Text: What safety rules did you follow during the investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Teacher Edition***

ISBN: 9781616291822

Current Page Number(s): 137

Location: Below Misconceptions box, add new discourse icon, prompt, question, and anno

Original Text: New Content

Updated Text: Have students turn and talk to a partner about the question.

What safety rules did you follow during the investigation? Sample response: I made sure to keep the objects away from my ears in case the sounds were very loud.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): <https://app.discoveryeducation.com/learn/player/91216cca-0448-4843-8871-3ab18ac2dd35>

Location: Unit 4 > Concept 1 > Lesson 9 > Watch the Video (Slide 11)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/91216cca-0448-4843-8871-3ab18ac2dd35>

Location: Unit 4 > Concept 1 > Lesson 9 > Educator Notes (Slide 11)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197>

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Intro and Objectives, Setting the Purpose

Original Text: Have you ever looked up to see the stars in the night sky?

A telescope is a magnification tool used to investigate objects in the sky.

Updated Text: We can look up to see the stars in the night sky. But some stars may be hard to see.

Think about the problem. How can we solve this problem?

A telescope is a magnification tool used to investigate objects in the sky. How would you design a model of a telescope?

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 2 Student Edition***

ISBN: 9781616291853

Current Page Number(s): 132

Location: Intro paragraph

Original Text: Have you ever looked up to see the stars in the night sky? A telescope is a magnification tool used to investigate objects in the sky.

Updated Text: We can look up to see the stars in the night sky. But some stars may be hard to see. Think about the problem. How can we solve this problem?

A telescope is a magnification tool used to investigate objects in the sky. How would you design a model of a telescope?

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**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197>

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Investigating Constellations, Part 1

Original Text: Choose a constellation or a group of stars that form a pattern in the sky.

Updated Text: 1. Choose a constellation or group of stars that form a pattern in the sky.

2. Gather your materials.

3. Discuss how you can use the materials to design a model of a telescope.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 2 Student Edition***

ISBN: 9781616291853

Current Page Number(s): 135

Location: Part 1

Original Text: Choose a constellation or a group of stars that form a pattern in the sky.

Updated Text: 1. Choose a constellation or group of stars that form a pattern in the sky.

2. Gather your materials.

3. Discuss how you can use the materials to design a model of a telescope.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197>

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Educator Notes > Investigating Constellations (15 min)

Original Text: Review the data collection chart. Tell students that they will work independently to create a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

- Discuss the parts with the students before they begin.
- Ask a few students to summarize the instructions in their own words for the class.
- Set a time limit for the parts.
- Review procedures for cleanup prior to the investigation.
- Review how students should collect data during the activity.

Allow students to follow the steps to carry out the investigation activity. Consider having students work in pairs, each making their own telescope. Consider supporting students by providing help constructing telescopes or pairing early finishers with students who need assistance.

Part 1

Choose a constellation.

Updated Text: Review the data collection chart. Tell students that they will work like an engineer to design and create a model of a telescope to view a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

- Discuss the parts with the students before they begin.
- Ask a few students to summarize the instructions in their own words for the class.
- Set a time limit for the parts.
- Review procedures for cleanup prior to the investigation.
- Review how students should collect data during the activity.
- Encourage students to be creative as they imagine, plan, create, and improve their models.

Allow students to follow the steps to carry out the investigation activity. Once they finish, allow them to test their model and determine how they might improve it. Consider having students work in pairs, each making their own telescope. Support students by helping construct their telescopes or pairing early finishers with students who need assistance. Consider supplying students with additional resources from around the classroom that they can use to improve their models, such as paper clips or paper. Be sure to distribute any extra materials to the students.

#### Part 1

1. Choose a constellation.
2. Gather materials.
3. Discuss how to use the materials to design a model telescope.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 2 Teacher Edition***

ISBN: 9781616291846

Current Page Number(s): 131-132

Location: Investigating Constellations

Original Text: Review the data collection chart. Tell students that they will work independently to create a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

- Discuss the parts with the students before they begin.
- Ask a few students to summarize the instructions in their own words for the class.
- Set a time limit for the parts.
- Review procedures for cleanup prior to the investigation.
- Review how students should collect data during the activity.

Allow students to follow the steps below to carry out the investigation activity. Consider having students work in pairs, each making their own telescope. Consider supporting students by providing help constructing telescopes or pairing early finishers with students who need assistance.

#### Part 1

Choose a constellation.

Updated Text: Review the data collection chart. Tell students that they will work like an engineer to design and create a model of a telescope to view a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

- Discuss the parts with the students before they begin.
- Ask a few students to summarize the instructions in their own words for the class.
- Set a time limit for the parts.
- Review procedures for cleanup prior to the investigation.



- Review how students should collect data during the activity.
- Encourage students to be creative as they imagine, plan, create, and improve their models.

Allow students to follow the steps to carry out the investigation activity. Once they finish, allow them to test their model and determine how they might improve it. Consider having students work in pairs, each making their own telescope. Support students by helping construct their telescopes or pairing early finishers with students who need assistance. Consider supplying students with additional resources from around the classroom that they can use to improve their models, such as paper clips or paper. Be sure to distribute any extra materials to the students.

#### Part 1

1. Choose a constellation.
2. Gather materials.
3. Discuss how to use the materials to design a model telescope.

#### **Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197>

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > new Part 4 slide

Original Text: [New slide between Part 3 and Turn and Talk]

Updated Text: Investigating Constellations

#### Part 4

1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

#### **Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 2 Student Edition***

ISBN: 9781616291853

Current Page Number(s): 136

Location: [New Part 4 under Part 3]

Original Text: [New Part 4 under Part 3]

Updated Text: Part 4

1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

#### **Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197>

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Educator Notes > new Part 4 slide

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Original Text: [New Educator Notes for new Part 4 slide]

Updated Text: Investigating Constellations

Part 4

1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

Have students use any extra materials to work like an engineer and improve their models. They will use the engineering process to plan, improve, and test their models. Allow them to share their improvements and discuss whether they made a difference or not.

Ask the following probing questions as you circulate to assess and scaffold student thinking:

ASK

- Was your prediction correct or incorrect? Student responses will vary. Sample response: My prediction was correct.
- How can telescopes help us view constellations? Sample response: They can make the constellations look bigger and closer.
- How did you work as an engineer? Sample response: We found ways to make our models better.

After students have collected their data, direct them to clean up their materials.

MISCONCEPTIONS

Some students may have the misconception that telescopes are fixed on only one object or another because their model telescope showed just one constellation in it. Refer to the interactive to show how people can use the telescope to look at different objects. Students should realize that any object that users look at with magnification tools will be magnified.

ASK

- How did the telescope help you see your constellation? Student responses will vary. Sample response: It made it appear closer and larger.
- What else could astronomers see more clearly with telescopes? Sample response: planets, stars, comets

DIFFERENTIATION

English Language Learners This activity is about analyzing and recreating a constellation. Provide students with sentence frames that they can use to verbally communicate why magnification tools help to see constellations. Without telescopes, we can see the \_\_\_ of the stars that make up the constellation. (pattern) Telescopes make the individual stars in the constellation look \_\_\_, \_\_\_, and \_\_\_. (bigger, closer, clearer)

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 2 Teacher Edition***

ISBN: 9781616291846

Current Page Number(s): 132-133

Location: [New Part 4 under Part 3]

Original Text: [New Part 4 under Part 3]

Updated Text: Part 4

1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.

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4. Test your model.
5. Discuss if your improvements make a difference.

Have students use any extra materials to work like an engineer and improve their models. They will use the engineering process to plan, improve, and test their models. Allow them to share their improvements and discuss whether they made a difference or not. Ask the following probing questions as you circulate to assess and scaffold student thinking:

ASK

- Was your prediction correct or incorrect? Student responses will vary. Sample response: My prediction was correct.
- How can telescopes help us view constellations? Sample response: They can make the constellations look bigger and closer.
- How did you work as an engineer? Sample response: We found ways to make our models better.

After students have collected their data, direct them to clean up their materials.

MISCONCEPTIONS

Some students may have the misconception that telescopes are fixed on only one object or another because their model telescope showed just one constellation in it. Refer to the interactive to show how people can use the telescope to look at different objects. Students should realize that any object that users look at with magnification tools will be magnified.

ASK

- How did the telescope help you see your constellation? Student responses will vary. Sample response: It made it appear closer and larger.
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DIFFERENTIATION

English Language Learners This activity is about analyzing and recreating a constellation. Provide students with sentence frames that they can use to verbally communicate why magnification tools help to see constellations. Without telescopes, we can see the \_\_\_ of the stars that make up the constellation. (pattern) Telescopes make the individual stars in the constellation look \_\_\_, \_\_\_, and \_\_\_. (bigger, closer, clearer)

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/17950a75-c9df-4ae5-84b5-5333f4348395>

Location: Unit 4: Plants and Animals in Ecosystems > Concept 4: Ecosystems > Lesson 1: How Do Environments Support Organisms? > Section: Real-World Phenomenon > Location: Part 2, Educator Notes > ASK, second bullet

Original Text: • How is a desert environment different from other kinds of environments? Sample response: Deserts do not get much rain, so there is less food and water that can support living things.

Updated Text: • What patterns did you notice that make a desert environment different from other kinds of environments? Sample response: I noticed that the desert environment did not have grass or big green trees. The ground looked dry and there were a lot of rocks. The plants looked like they do not get very much water. Deserts do not get much rain, so there is less food and water that can support living things.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition***

ISBN: 9781616291884

Current Page Number(s): 128

Location: ASK, second bullet

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Original Text: • How is a desert environment different from other kinds of environments? Sample response: Deserts do not get much rain, so there is less food and water that can support living things.

Updated Text: • What patterns did you notice that make a desert environment different from other kinds of environments? Sample response: I noticed that the desert environment did not have grass or big green trees. The ground looked dry and there were a lot of rocks. The plants looked like they do not get very much water. Deserts do not get much rain, so there is less food and water that can support living things.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5fe9e8fe-34f5-4ad5-b4ac-085c206f81f6>

Location: Unit 1: Matter and Forces > Concept 4: Exploring Sound > Lesson 4: Make a Telephone > Section: Hands-On Activity > Location: Turn and Talk

Original Text: • How would you change the device to communicate clearly over a distance?

Updated Text: • How would you change the device to communicate clearly over a distance?

- How well did your solution meet the problem?
- How would you improve your design if you had to do it again?

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5fe9e8fe-34f5-4ad5-b4ac-085c206f81f6>

Location: Unit 1: Matter and Forces > Concept 4: Exploring Sound > Lesson 4: Make a Telephone > Section: Hands-On Activity > Location: Educator Notes, Turn and Talk

Original Text: Have students turn and talk to a partner about the question.

How would you change the device to communicate clearly over a distance? Sample response: I would use a different type of string.

Updated Text: Have students turn and talk to a partner about the questions.

- How would you change the device to communicate clearly over a distance? Sample response: I would use a different type of string.
- How well did your solution meet the problem? Sample response: Our solution worked well. We could hear each other through the cups. Sometimes, it was not very clear.
- How would you improve your design if you had to do it again? Sample response: I would try using different types of strings to see if our device improves.

Encourage student groups to share their ideas with students from other classes during lunchtime or after school. Students should also be encouraged to share what they learned in today's activity with their caregiver or other family members. This provides students with an opportunity to communicate the problem and their solution(s) with individuals outside of their classroom.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d9a3aa56-8844-47d8-9a27-a1615d07b46c>

Location: Unit 1: Matter and Forces > Concept 3: Investigating Pushes and Pulls > Lesson 3: Crazy Contraptions > Section: Hands-On Activity > Location: Part 1 step 2

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Original Text: 2. Draw a contraption that will allow the ball to move from the start to the finish.

Updated Text: 2. Work with your group to draw a contraption that will allow the ball to move from the start to the finish.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Student Edition***

ISBN: 9781616291839

Current Page Number(s): 121

Location: Part 1, step 2

Original Text: 2. Draw a contraption that will allow the ball to move from the start to the finish.

Updated Text: 2. Work with your group to draw a contraption that will allow the ball to move from the start to the finish.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d9a3aa56-8844-47d8-9a27-a1615d07b46c>

Location: Unit 1: Matter and Forces > Concept 3: Investigating Pushes and Pulls > Lesson 3: Crazy Contraptions > Section: Hands-On Activity > Location: Educator Notes, Part 2

Original Text: After students have collected their data, direct them to clean up their materials.

Updated Text: After students have collected their data, have them display their drawing, contraption, and data around the classroom to create a gallery. Have each group describe their designs and data to another group. Encourage students to ask each other questions about their designs and data. Have them compare their designs and share ideas for how they could improve their solutions. Then, have the groups switch to take turns sharing.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Teacher Edition***

ISBN: 9781616291822

Current Page Number(s): 106

Location: Part 2, second paragraph

Original Text: After students have collected their data, direct them to clean up their materials.

Updated Text: After students have collected their data, have them display their drawing, contraption, and data around the classroom to create a gallery. Have each group describe their designs and data to another group. Encourage students to ask each other questions about their designs and data. Have them compare their designs and share ideas for how they could improve their solutions. Then, have the groups switch to take turns sharing.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fdc1d62-fcb5-444b-9379-85ff6978566a>

Location: Unit 3: Weather Observations > Concept 2: Severe Weather > Lesson 6: Investigating Severe Weather > Section: Hands-On Activity > Location: Educator Notes, Part 2, step 2

Original Text: For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather.

Updated Text: For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather. Have students work on their solutions individually first before discussing their ideas as a group.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition***

ISBN: 9781616291860

Current Page Number(s): 71

Location: Part 2, second bullet

Original Text: • For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather.

Updated Text: • For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather. Have students work on their solutions individually first before discussing their ideas as a group.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Materials

Original Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plates
- Paper
- Plastic knife (optional)

Updated Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plate
- Construction Paper
- Plastic knife (optional)
- Ruler

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Student Edition***

ISBN: 9781616291839

Current Page Number(s): 66

Location: Materials

Original Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plates
- Paper
- Plastic knife (optional)

Updated Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plate
- Construction Paper

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- Plastic knife (optional)
- Ruler

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes, Materials List

Original Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plates
- Paper
- Plastic knife (optional)

Updated Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plate
- Construction Paper
- Plastic knife (optional)
- Ruler

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Teacher Edition***

ISBN: 9781616291822

Current Page Number(s): xxv

Location: Advance Prep, Materials List

Original Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plates
- Paper
- Plastic knife (optional)

Updated Text: • Disposable tablecloth

- Modeling clay
- Craft sticks
- Paper plate
- Construction Paper
- Plastic knife (optional)
- Ruler

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Part 1, step 1

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Think about what you will create and what tools you may need to shape and mold it.

Updated Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Measure and record the longest part of the clay.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Student Edition***

ISBN: 9781616291839

Current Page Number(s): 67

Location: Part 1, step 1

Original Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Think about what you will create and what tools you may need to shape and mold it.

Updated Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Measure and record the longest part of the clay.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes > Part 1, step 1, third bullet

Original Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer.

Updated Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer. Then, have them measure the longest part of the clay and record the length using the appropriate unit.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Teacher Edition***

ISBN: 9781616291822

Current Page Number(s): 55

Location: Part 1, third bullet

Original Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer.

Updated Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer. Then, have them measure the longest part of the clay and record the length using the appropriate unit.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Part 1, step 4

Original Text: 4. Observe your clay structure after you have shaped it. Record your observations.

Updated Text: 4. Observe your clay structure after you have shaped it. Measure and record the longest part of the clay. Record your measurements and observations.



**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Student Edition***

ISBN: 9781616291839

Current Page Number(s): 68

Location: Part 1, step 4

Original Text: 4. Observe your clay structure after you have shaped it. Record your observations.

Updated Text: 4. Observe your clay structure after you have shaped it. Measure and record the longest part of the clay. Record your measurements and observations.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507fc53a81b>

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes > Part 1, step 4, first bullet

Original Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer.

Updated Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer. Then, have them measure the longest part of the clay and record the length.

**Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 1 Teacher Edition***

ISBN: 9781616291822

Current Page Number(s): 55

Location: Part 1, sixth bullet

Original Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer.

Updated Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer. Then, have them measure the longest part of the clay and record the length.

## **Publisher: Great Minds**

### **Science, Grade 2**

#### **Program: *PhD Science Texas Level 2 Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 442

Location: Learn: Record Weather Information, paragraph above the sample student response table, last sentence

Original Text: New Content

Updated Text: Revise the last sentence before the sample student response table to read: "Discuss the safety rules for working outside and with thermometers."

Below the revised sentence, insert the following Teacher Question and sample student responses:

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"What safety practices are important when taking measurements outdoors?"

- We should wear safety goggles to protect our eyes.

-We should not throw or tap thermometers on anything, and, if a thermometer breaks, we should never touch the pieces.

-We should never look directly at the Sun."

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 443

Location: Learn: Record Weather Information, inline Check for Understanding box, TEKS Assessed

Original Text: New Content

Updated Text: In the TEKS Assessed box, insert 2.1C above 2.1D with all words in bold except for "classroom and":

"2.1C Identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency–approved safety standards."

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 443

Location: Learn: Record Weather Information, inline Check for Understanding box, Evidence

Original Text: New Content

Updated Text: In the Evidence box, replace "use" with "demonstrate safe practices (2.1C) while using". Revised sentence should start: "Students demonstrate safe practices (2.1C) while using tools to accurately . . ."

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 32

Location: Immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 296

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2984>)."

**Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 536

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2985>)."

**Component: *Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 318

Location: End-of-Module Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2986>)."

**Component: *Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 320

Location: End-of-Module Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2986>)."

**Component: *Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 539

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2987>)."

**Component: *Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition***

ISBN: 9798885885232

Current Page Number(s): 287

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

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Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2988>)."

**Component:** *Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition*

ISBN: 9798885885232

Current Page Number(s): 553

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2989>)."

## **Publisher: Houghton Mifflin Harcourt**

### **Science, Grade 2**

**Program:** *HMH Into Science Texas Hybrid Classroom Package Grade 2: TEKS*

**Component:** *HMH Into Science Texas Teacher License Digital Grade 2*

ISBN: 9780358860204

Current Page Number(s): Grade 2 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 2 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component:** *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

**Component:** *HMH Into Science Texas Teacher License Digital Grade 2*

ISBN: 9780358860204

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 2.6) Test, p. 5

Location: Item 8, Answer choice B

Original Text: New Content

Updated Text: "B. same size as Olivia's, but some blocks look different."

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**Component: *HMH Into Science Texas Teacher License Digital Grade 2***

ISBN: 9780358860204

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 2.6) Test, p. 4

Location: Item 7, art in prompt, answer choice A art, answer choice B art, answer choice C art

Original Text: New Content

Updated Text: Image of block with dotted pattern added to flat, rectangular, light-shaded (stem, A, C)

Image of cubic rectangular prism darkened (stem, B, C)

Image of darker block in item C has a "axle" is visible underneath

**Component: *HMH Into Science Texas Teacher License Digital Grade 2***

ISBN: 9780358860204

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 2.6) Test, p. 5

Location: Item 8, art in prompt (Olivia's train, Julio's train, Ben's train)

Original Text: New Content

Updated Text: Image of middle block of Olivia's and Ben's trains have a dotted pattern.

Image of middle block of Julio's train has a diagonally-stripped pattern.

**Component: *HMH Into Science Texas Teacher License Digital Grade 2***

ISBN: 9780358860204

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter Can Change (TEKS 2.6.B) Quiz, p. 2

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Lilibet wants to investigate two bottles of milk. She put one bottle in the refrigerator and one in a cooler. Both the refrigerator and the cooler have a current temperature of 6°C. The milk will freeze when it gets to 0°C. How much cooler does it need to get to freeze her milk?

A. 0°C

B. 3°C

C. 6°C"

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:

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Current Page Number(s): pp. 117–122

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Location: Hands-On Activity, multiple pages

Original Text: New Content

**Component: *HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.7.B, Day 4, Screens 2–4, 6–7

Location: Hands-On Activity, multiple screens

Original Text: New Content

**Component: *HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.7.B, Day 5, new screen before current Screen 4

Location: new screen

Original Text: New Content

Updated Text: [head] "Plan an Investigation

Plan a descriptive investigation of a clay ball roller coaster. You will need to push or pull the ball three times as it moves. Draw a track for the ball. When your teacher approves your plan, conduct your investigation. How strong do your pushes or pulls need to be for the ball to keep moving? What happens if you push it too hard? What happens if you push the ball too softly?"

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 124

Location: bottom of page

Original Text: New Content

Updated Text: "Plan a descriptive investigation of a clay ball roller coaster. You will need to push or pull the ball three times as it moves. Draw a track for the ball. When your teacher approves your plan, conduct your investigation. How strong do your pushes or pulls need to be for the ball to keep moving? What happens if you push it too hard? What happens if you push the ball too softly?"

**Component: *HMH Into Science Texas Teacher Guide Grade 2***

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pp. 100–103

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Location: Hands On Activity, multiple instances

Original Text: New Content

Updated Text: replace "checker" with "ball" each place it appears; replace references to "the desk" with "the floor"

**Component: *HMH Into Science Texas Teacher License Digital Grade 2***

ISBN: 9780358860204

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Objects in the Sky (TEKS 2.9) Test, p. 3

Location: Item 4, prompt and answer choices A–C

Original Text: New Content

Updated Text: "Tonya describes how the sun makes Earth warm to her friend Eryn. Tonya shows Eryn her temperature data for a sunny spot on the playground is higher than in a shady spot. Which sentence explains how science can help Eryn on a hot day?"

- A. Eryn knows that if she needs to be cooler, she can stand in the shade.
- B. Eryn knows that if she wants to be warmer, she can stand in the shade.
- C. Eryn knows that it doesn't matter where she stands because she lives in Texas"

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 282

Location: image of weather radar over map

Original Text: New Content

Updated Text: "A meteorologist made this forecast. They organized the data for the week using symbols."

Image of a weekly weather forecast

"Organize this data for a day using symbols instead of words.

7:00 am — rainy

9:00 am — windy

1:00 pm — sunny

5:00 pm — cloudy"

[drawing box]

**Component: *HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.10.B, Day 4, new screen before current screen 4

Location: new screen

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Original Text: New Content

Updated Text: "A meteorologist made this forecast. They organized the data for the week using symbols."

Image of a weekly weather forecast

"Organize this data for a day using symbols instead of words.

7:00 am — rainy

9:00 am — windy

1:00 pm — sunny

5:00 pm — cloudy"

[drawing box]

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 409

Location: below Step 4

Original Text: New Content

Updated Text: "Step 5

Organize your data using words. Compare the flower to the straw."

**Component: *HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.13.A, Day 2, Screen 3

Location: below Step 4

Original Text: New Content

Updated Text: "Step 5

Organize your data using words. Compare the flower to the straw."

## **Publisher: Savvas Learning**

### **Science, Grade 2**

**Program: *Texas Experience Science Grade 2 (Print with digital): TEKS***

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:

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Current Page Number(s): 6

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Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 6, How do animals get water and air?, Slide and Teacher Support

Original Text:

Original slide broken into four slides based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered. [Slide] How do animals get water and air? [Photo of a dolphin][photo of 3 elephants][photo of a diving beetle] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to each photo and name the animal. Ask students what they know about these animals. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive. Discussion Have students look at the photo of the dolphin as a volunteer reads the text below the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Direct students' attention to the photo of the elephant as a volunteer reads the text below the photo. Point out that elephants live in hot climates and are tall animals. Tell students that an elephant's trunk is a nose, but with great flexibility different uses. Ask students how the elephant's trunk is helps them get water. Ask: How does a trunk help an elephant get water? (With a long trunk, an elephant doesn't have to bend down to drink, it can bring the water to its mouth.) Let students know that elephants store up to 5.5 liters of water in their trunk. They either transfer it into their mouth to drink or spray themselves or each other with it to cool off. Ask: How else do you think elephants use their trunks? (Elephants also use their trunks to grab food and place it in their mouths. They breathe air through the trunk.) Ask student to look at the photo of the diving beetle as a volunteer reads the text below the photo. Tell students that the diving beetle is under water and point out the air bubble. Ask: How can the beetle use this air bubble? (It can breathe in air from the bubble.)

Updated Text: [Slide] How do animals get water and air? [Photo of a dolphin] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to the photo and name the animal. Ask students what they know about this animal. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive. Discussion Have students look at the photo of the dolphin as a volunteer reads the text next to the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Ask: What structures do dolphins use to take in water? Why do you think this? Sample Answer: Dolphins use their mouth and teeth to take in water. Dolphins get water from the food they eat. Discuss how many types of dolphin live in salt water. They need freshwater, so even though they live in water, they cannot drink the water. Therefore, like many marine animals, they depend on the food they eat for water. Remind students of the anteater and spider they saw on the previous slides and go back to those photos. Have students make careful observations of the photos. Ask: What behavior do you think a spiders uses to find water? Sample Answer: A spider traps water in its web. If necessary, direct students' attention to the droplets of water in the web. Tell students that some spiders eat their webs that have water droplets on it. Other spiders use special structures in their mouths that let them take water into their mouths. Ask: What structures do you think anteaters use to take in water? Sample Answer: Anteaters use their snout and tongue to take in water. Address Misconceptions Students may think an anteater and dolphins drink water like other mammals. Let them know that both animals get water from the food they eat rather than going to a water source and drinking. Anteaters may also lick dew drops from vegetation. Point out that both the spider and anteater take in dew drops for water.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:

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Current Page Number(s): 7

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 7, How do animals get water and air? continued, Slide and Teacher Support

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Original Text: Original slide broken into four slides based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered [Slide] How do animals get water and air? [Photo of a dolphin][photo of 3 elephants][photo of a diving beetle] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to each photo and name the animal. Ask students what they know about these animals. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive. Discussion Have students look at the photo of the dolphin as a volunteer reads the text below the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Direct students' attention to the photo of the elephant as a volunteer reads the text below the photo. Point out that elephants live in hot climates and are tall animals. Tell students that an elephant's trunk is a nose, but with great flexibility different uses. Ask students how the elephant's trunk is helps them get water. Ask: How does a trunk help an elephant get water? (With a long trunk, an elephant doesn't have to bend down to drink, it can bring the water to its mouth.) Let students know that elephants store up to 5.5 liters of water in their trunk. They either transfer it into their mouth to drink or spray themselves or each other with it to cool off. Ask: How else do you think elephants use their trunks? (Elephants also use their trunks to grab food and place it in their mouths. They breathe air through the trunk.) Ask student to look at the photo of the diving beetle as a volunteer reads the text below the photo. Tell students that the diving beetle is under water and point out the air bubble. Ask: How can the beetle use this air bubble? (It can breathe in air from the bubble.)

Updated Text: [Slide] How do animals get water and air? Different structures and behaviors help animals find and take in water and air. Dolphins eat food to take in water. Dolphins swim to the surface to find air and use their blowholes to take in air. [Photo of a dolphin] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to the photo and name the animal. Ask students what they know about this animal. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive. Discussion Have students look at the photo of the dolphin as a volunteer reads the text next to the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Ask: What structures do dolphins use to take in water? Why do you think this? Sample Answer: Dolphins use their mouth and teeth to take in water. Dolphins get water from the food they eat. Discuss how many types of dolphin live in salt water. They need freshwater, so even though they live in water, they cannot drink the water. Therefore, like many marine animals, they depend on the food they eat for water. Remind students of the anteater and spider they saw on the previous slides and go back to those photos. Have students make careful observations of the photos. Ask: What behavior do you think a spiders uses to find water? Sample Answer: A spider traps water in its web. If necessary, direct students' attention to the droplets of water in the web. Tell students that some spiders eat their webs that have water droplets on it. Other spiders use special structures in their mouths that let them take water into their mouths. Ask: What structures do you think anteaters use to take in water? Sample Answer: Anteaters use their snout and tongue to take in water. Address Misconceptions Students may think an anteater and dolphins drink water like other mammals. Let them know that both animals get water from the food they eat rather than going to a water source and drinking. Anteaters may also lick dew drops from vegetation. Point out that both the spider and anteater take in dew drops for water. Try This! Form several small groups. Assign each group one of the animals shown in this presentation. Have students build a tree map for their animal that shows what structures and what behaviors the animal uses to find and take in food, water, and air. Then, place the tree maps on the wall and have students compare how the different animals find and take in food, water, and air. An example tree map for a group assigned dolphins would include dolphins as the top category. It could then have three subcategories, food, water, and air. From those categories, the map could include structures and behaviors, where they would list structures like a blowhole and behaviors swimming to the surface.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

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Current Page Number(s): 6

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 8, How do animals get water and air? continued, Slide and Teacher Support

Original Text:

Original slide broken into four slides based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered [Slide] How do animals get water and air? [Photo of a dolphin][photo of 3 elephants][photo of a diving beetle] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to each photo and name the animal. Ask students what they know about these animals. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive. Discussion Have students look at the photo of the dolphin as a volunteer reads the text below the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Direct students' attention to the photo of the elephant as a volunteer reads the text below the photo. Point out that elephants live in hot climates and are tall animals. Tell students that an elephant's trunk is a nose, but with great flexibility different uses. Ask students how the elephant's trunk helps them get water. Ask: How does a trunk help an elephant get water? (With a long trunk, an elephant doesn't have to bend down to drink, it can bring the water to its mouth.) Let students know that elephants store up to 5.5 liters of water in their trunk. They either transfer it into their mouth to drink or spray themselves or each other with it to cool off. Ask: How else do you think elephants use their trunks? (Elephants also use their trunks to grab food and place it in their mouths. They breathe air through the trunk.) Ask student to look at the photo of the diving beetle as a volunteer reads the text below the photo. Tell students that the diving beetle is under water and point out the air bubble. Ask: How can the beetle use this air bubble? (It can breathe in air from the bubble.)

Updated Text: [Slide] How do animals get water and air? [photo of 3 elephants] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to the photo and name the animals. Ask students what they know about these animals. Display the next slide. Have a volunteer read the slide. Discussion Point out that elephants live in hot climates and are tall animals. Tell students that an elephant's trunk is a nose, but with great flexibility for different uses. Ask students how the elephant's trunk helps it get water. Ask: How does a trunk help an elephant get water? Sample answer: With a long trunk, an elephant doesn't have to bend down to drink, it can bring the water to its mouth. Let students know that elephants store up to 5.5 liters of water in their trunks. Ask: How can elephants use the water stored in their trunks? What behaviors do think you they might use? Sample answer: They either transfer it into their mouth to drink or spray themselves or each other with it to cool off. Ask: How else do you think elephants use their trunks? Sample answer: Elephants also use their trunks to grab food and place it in their mouths. They breathe air through the trunk. Remind students of the dolphin you discussed previously. Say: Compare how do the structures and behaviors of the elephant and the dolphin help the animals find and take in water and air. Sample answer: Both the dolphin and the elephant need water and air. A dolphin swims to the surface to find air and uses its blowhole to take in air. An elephant uses its trunk and mouth to take in air around it. A dolphin uses its mouth to take in water by eating food. An elephant uses its trunk and mouth to take in water.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

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Current Page Number(s): 7

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 9, How do animals get water and air? continued, Slide and Teacher Support

Original Text: Original slide broken into four slides based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered [Slide] How do animals get water and air? [Photo of a dolphin][photo of 3

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elephants][photo of a diving beetle] [slide notes] How do animals get water and air? Teacher Support Read aloud the title question. Point to each photo and name the animal. Ask students what they know about these animals. Display the next slide. Have a volunteer read the first sentence. Remind students that all animals need water and air to stay alive.

Discussion Have students look at the photo of the dolphin as a volunteer reads the text below the photo. Call on a student to point to the blowhole on the dolphin. Provide help as needed. Ask: Why would a dolphin have a blowhole rather than a nose? Lead students to understand that a dolphin lives in water, so a nose would draw in water, not air. Discuss how the blowhole is a better structure for the dolphin to get air. Direct students' attention to the photo of the elephant as a volunteer reads the text below the photo. Point out that elephants live in hot climates and are tall animals. Tell students that an elephant's trunk is a nose, but with great flexibility different uses. Ask students how the elephant's trunk is helps them get water. Ask: How does a trunk help an elephant get water? (With a long trunk, an elephant doesn't have to bend down to drink, it can bring the water to its mouth.) Let students know that elephants store up to 5.5 liters of water in their trunk. They either transfer it into their mouth to drink or spray themselves or each other with it to cool off. Ask: How else do you think elephants use their trunks? (Elephants also use their trunks to grab food and place it in their mouths. They breathe air through the trunk.) Ask student to look at the photo of the diving beetle as a volunteer reads the text below the photo. Tell students that the diving beetle is under water and point out the air bubble. Ask: How can the beetle use this air bubble? (It can breathe in air from the bubble.)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:

[View Current Content](#)

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 10, Finding and Taking in Water and Air, Slide and Teacher Support (NEW SLIDE 10)

Original Text: New Slide based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:

[View Current Content](#)

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 11, Finding and Taking in Water and Air Answers, Slide and Teacher Support (NEW SLIDE 11)

Original Text: New Slide based on SRP Review of TEKS 13.B.xvii, 13.B.xxiii, and 13.B.xxiv, all subsequent slides are renumbered.

Updated Text: [New Activity slide] Finding and Taking in Water and Air Answers Explain Compare how the giraffe and the elephant behave to find and take in water and air. [Answer Box] Sample answer: A giraffe spreads its front legs and bends down to reach the water. It drinks with its mouth. An elephant uses its trunk to reach the water and transfers the water into its mouth to drink. Both animals take in air around them through their noses. [Photo of giraffe drinking water: ELS25\_RD02\_TX\_T06L02\_R2640451.jpg] [slide notes] Finding and Taking in Water and Air Teacher Support Complete this activity as a class or print the slide for use by individual students or student pairs. Read aloud the sentence. Work with students to write an answer to compare how the giraffe and the elephant behave to find and take in food. Have students recall how the elephant finds and takes in water and air. Help students identify the behaviors the animals use and not just the structures. Make sure students recall that an elephant's trunk is the elephant's nose. Display the next slide to show a sample answer.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Proclamation 2024: Report of New Content (10/24/2023)

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 14

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Slide 18, Exit Ticket, Slide and Teacher Support

Original Text:

Revisions based on SRP Review of TEKS 13.B.xvi, 13.B.xviii, and 13.B.xxii. [Slide] Exit Ticket Compare Tell how the structures or behaviors of each animal help it find or take in food. [Photo of anteater][Photo of honey bees in a honey comb][photo of a spider in a web] [slide notes] Exit Ticket Teacher Support Complete this activity as a class or print the slide for use by individual students or student pairs. Read aloud the directions. If necessary, review the meanings of structure and behavior. Call on students to name the animal in each picture. Have student partners discuss the answer for each picture. Move around the classroom and listen to assess student ideas. Then ask volunteers to share their answer. Ask the group whether they want to change or add anything in the answer. Record a final answer. Display the next slide to show students the correct answers.

Updated Text: [Slide] Exit Ticket Compare how the behaviors and structures of each animal help it find and take in food, water, and air. [Photo of anteater][Photo of honey bees in a honey comb][photo of a spider in a web] [slide notes] Exit Ticket Teacher Support Complete this activity as a class or print the slide for use by individual students or student pairs. Read aloud the directions. Let students know they will verbally answer the question. If necessary, review the meanings of structure and behavior. Call on students to name the animal in each picture. [anteater, honeybees, spider] Have student partners discuss the answer for each picture. Ask What structures does the anteater use to find food and take in food, air, and water? how the behaviors of the spider and anteater help them find food, water, and air. Sample Answer: A spider builds a web to trap food and water. An anteater digs the ground to find ants. Say Compare how the structures of the spider and bee help them find food, water, and air. Move around the classroom and listen to assess student ideas. Then ask volunteers to share their answer. Ask the group whether they want to change or add anything in the answer. If their answer includes a structure and a behavior, ask them to identify which is which. For example, the anteaters' long snouts are structures. Digging into anthills is a behavior.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 15

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Answers, Slide, Exit Ticket, Slide and Teacher Support

Original Text:

Revisions based on SRP Review of TEKS 13.B.xvi, 13.B.xviii, and 13.B.xxii. [Slide] Exit Ticket Compare Tell how the structures or behaviors of each animal help it find or take in food. [Photo of anteater][Photo of honey bees in a honey comb][photo of a spider in a web] [slide notes] Exit Ticket Teacher Support Complete this activity as a class or print the slide for use by individual students or student pairs. Read aloud the directions. If necessary, review the meanings of structure and behavior. Call on students to name the animal in each picture. Have student partners discuss the answer for each picture. Move around the classroom and listen to assess student ideas. Then ask volunteers to share their answer. Ask the group whether they want to change or add anything in the answer. Record a final answer. Display the next slide to show students the correct answers.

Updated Text: Delete slide

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**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 94

Location: Topic 4 Overview, Preview the Topic

Original Text: In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. First, in Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. Then, in Experience 2, they measure, record, and graph weather information. Finally, in Experience 3, they investigate different types of severe weather events and explain that each one is most common in a given region of the United States.

Updated Text: In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. First, in Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. Then, in Experience 2, they measure, record, and graph weather information. Finally, in Experience 3, they investigate different types of severe weather events and explain that each one is most common in a given region of the United States. As you progress through the topic, connect the activities back to Topic 3, Sound and Volume. Students can use what they learned in Topic 3 about sound and vibrations (TEKS 2.8A) and apply it to what they learn in Topic 4 about severe weather events such as tornadoes. They can also apply what they learned in Topic 3 about how people use levels of sound (TEKS 2.8B) and how devices that use sound could be used to warn people about severe weather events.

**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 126

Location: Topic 5 Overview, Preview the Topic

Original Text: In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling.

Updated Text: In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling. As your progress through the topic, connect the activities back to Topic 4, Patterns in the Sky. Students can use what they learned in Topic 4 about precipitation, wind, and severe weather events, such as floods (TEKS 2.10B, 2.10C) and apply it to what they are learning about resources and how the movement of water and wind can change Earth's surface in Topic 5.

**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things.

Updated Text: In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things. As you progress through the topic, connect the activities back to Topic 6, Plants and Animals. Students can apply what they learned in Topic 6 about plant structures, animal structures, animal behaviors, and groups with (TEKS 2.13B, 2.13C) how physical characteristics of environments support plants and animals and food chains in Topic 7. They can also use what they learn about butterfly life cycles in Topic 6 (TEKS 2.13D) with how plants depend on living things for pollination.

**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 125

Location: Topic 4 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 157

Location: Topic 5 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

**Component: *Grade 2 Teacher Guide***

ISBN: 9781323223338

Link to Current Content:

[View Current Content](#)

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Current Page Number(s): 221

Location: Topic 7 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 7 Spiraling Content Activity.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

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Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Proclamation 2024: Report of New Content (10/24/2023)

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Topic Readiness Test (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Topic Readiness Test (see link for contents)

**Component: *Grade 2 Digital Components***

ISBN: 9781323223338

Proclamation 2024: Report of New Content (10/24/2023)

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 2, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and sound. They will explore patterns in the sky and Earth's resources. Finally, students will learn about organisms and environments. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

Updated Text: Dear Students and Caregivers, In Grade 2, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and sound. They will explore patterns in the sky and Earth's resources. Finally, students will learn about organisms and environments. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially,

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**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Current Page Number(s): Spiraling Content Activity for Each Topic

Location: Spiraling Content Activity for Each Topic

Original Text: New content to address TRR rubric feedback, current content does not exist.

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 2 Digital Components***

ISBN: 9781428553781

Current Page Number(s): Topic Readiness Test for Each Topic

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New content to address TRR rubric feedback, current content does not exist.

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

# Publisher: Studies Weekly

## Science, Grade 2

### Program: *Texas Science Studies Weekly: Second Grade: TEKS*

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

#### 1. Experience Together

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like “What do you think causes this?” Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

#### 2. Explore Together

Explore the unit content, including the activities, articles, and “TEKS Explained” articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you’ll be able to read through their answers. Encourage them to discuss and explain their ideas.

#### 3. Learn Together

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

#### 4. Review Together

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

#### 5. Play Together

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Location: N/A New Content

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

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## 1 Preparation

Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

## 2 Accommodations

Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

## 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

## 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a "Testing" sign on your classroom door to help promote a distraction-free zone. Prompt students to remain seated while you pass out and collect testing materials. Provide additional instructional activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

## 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed. If students request help relating to the assessment's content, respond neutrally with, "I can't answer that for you; just do your best." Provide any and all technical assistance necessary during electronic assessments.

## 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga©. This is a research-based<sup>1</sup> practice that has positive impacts on working

memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage parents and students to prepare for testing with a good night's sleep and protein-rich breakfast.

1Thomas, Joseph Ivin and Venkatesh D, "A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function," National Journal Physiology, Pharmacy and Pharmacology, vol. 7, issue 9, June 26, 2017.  
<https://nijppp.com/fulltext/28-1490682875.pdf>

## **Publisher: Summit K12 Holdings**

### **Science, Grade 2**

#### **Program: *Dynamic Science 2nd Grade: TEKS***

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.10B Student Lab Safety and Procedure New Content will be Added Here.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety: Handle all materials with care. Use the thermometer only as intended. Students demonstrate safe practices during the field investigation by not looking directly at the Sun when collecting observations. Students will wear close-toed shoes and can choose to wear a hat and/or sunscreen for Sun protection.

Procedure:

In the classroom:

1. Discuss with a partner what are some safety considerations when going outside for a field investigation to collect weather data. Discuss why it is important to not look directly at the Sun when collecting observations about weather.
2. Create a rain gauge with a ruler, permanent marker, and clear plastic cup.
3. Using a ruler and a permanent marker, starting from the bottom of the cup, mark one centimeter increments on the outside clear plastic cup.
4. Attach the cup to the top of the pencil with tape.

Outside Field Investigation:

1. Following the safe practices discussed previously, go outside and place the pencil of the rain gauge in the ground on a level surface area that is free from trees, roof, or other cover. Measure the precipitation currently in the rain gauge. Observe and record other weather conditions including wind and cloud coverage
2. Measure and record the temperature outside with a thermometer.
3. Go outside at about the same time every day to check the temperature and observe the rain gauge, following safe field investigation practices. Observe and record other weather conditions including wind and cloud coverage.
4. Use the data to create a simple graph showing the temperature each day. Then create a simple graph showing the rainfall for each day.
5. Analyze the data identifying any patterns or relationships between amount of rain and temperature over the week. How was the temperature similar or different from day to day?

5. Evaluate the rain gauge created for this investigation. What criteria should be used to determine if the rain gauge worked as intended? Did it work the way it was intended? What could be improved in the design?

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.8C Lesson Guide- Apply/ Extend, Bullet 2 New Content will be Added Here

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Scientific and Engineering Practices (SEPs) Introduction- Science Is Discovery slide 21  
Students will use the Scientific and Engineering Practices (SEPs) Introduction - Science Is Discovery slide 21 to review scientists and engineers who have helped people and our environment. Students will identify which of the 4 individuals is an engineer (Alexander Graham Bell). They will discuss with the class how the invention of the first practical phone has impacted our society today.

Groups will use the engineering design process to design and build a communication device that solves a problem in their life. They will then share their device with the class and seek feedback to make improvements.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.11B Lesson Guide - Apply & Extend New Content will be Added Here.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: What do you think of when you learn that a person is a product engineer? What do you think they do? Why?

Read the information below to learn more about product engineers, the problems they solve, and why they are important.

Reusable Grocery Bag

A product engineer is like a creative problem solver and an inventor who designs and develops amazing things that we use every day. Imagine you have a favorite toy or a cool gadget you love playing with - chances are, a product engineer helped create it! These talented professionals use their knowledge of science, technology, engineering, and math to come up with new ideas and turn them into real products.

Think about the problems that a product engineer might be asked to solve. Imagine the solutions to those problems and then create a drawing to demonstrate a possible solution. Share your ideas with a partner and discuss what a product engineer does.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

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Location: 2.9A Lesson Guide Apply and Extend - New bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Mini Lab - To describe the Sun as a star that provides light, students will investigate the question: Is light provided by lightbulbs different from light from the Sun?

Students will paint a picture on black construction paper using sunscreen SPF 45 or higher. They will then place their drawings under different light sources in the classroom such as flashlights, lamps, and fluorescent lights. They will then place drawings outside in the sunlight. After several hours, students will observe the effects of different light on the paper and discuss how the Sun is a star that provides light to Earth, which is different from light from lightbulbs. The following sentence frames can be used to support student thinking and discussion:

Light provided by lightbulbs is (different/not different) from the light outside because...

When I look at the drawings from outside/inside, I observe ...

The reason the indoor lights had a different effect than light outside is...

Extend Thinking: What effect did sunscreen have on the paper? Why is this important?

Extend Inquiry: Which sunscreen provides the most protection from the Sun's light?

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.9A Lesson Guide Apply and Extend - Add bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Inquiry - In first grade, students learned about heat and the effects of heating and cooling in materials. Students learn in 2nd grade that temperature is a measurement of heat and can be used to describe weather.

To describe the Sun as a star that provides heat, students will work in groups to investigate the question, "Does the Sun provide heat?"

Student groups will place a thermometer in a shaded area outside next to an ice cube in a cup. At the same time, each group will place a thermometer in direct sunlight next to another cup with an ice cube inside. Every few minutes, student groups will measure the temperature in both locations and record the data in their science notebook. Students will also draw a picture showing the condition of the ice cubes in each location every time they record the temperature. After at least 15 minutes of recording data, students will discuss and compare their observations with another group to identify significant features and patterns. Students respond to the inquiry question and can use these sentence frames as needed to organize their thoughts:

The Sun is a star that (does/does not) provide heat.

I know this because... My evidence is...

The temperature in the shade/in the sunlight...

The ice cube in the shade/in the sunlight...

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**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.9A Lesson Guide Apply and Extend 1 New Content will be Added Here

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 2.9A Lesson Guide  
Apply and Extend 1

Provide the following prompt to students: What effect does the Sun have on Earth?

Students will work in pairs to create a cause-and-effect graphic organizer about the Sun as a star that provides light and heat to Earth.

Then, provide students with a new prompt: What effect does the Sun have on the Moon?

Students will work independently to add information to the graphic organizer about the Moon to explain that it reflects the Sun's light. Provide time for students to share their revised organizers with a partner, receive feedback, and make additional revisions as needed. If needed, this sentence frame can be used to support student thinking:

Because the Sun is a star that provides light, the Moon \_\_\_\_\_.

Example:

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: 2.13B Lesson Guide -- Home Connection: reword paragraph and add t-chart as an example

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In this activity, you will choose two different animals. On a t-chart, record and compare how the structures and behaviors of the two animals help animals find and take in food, water, and air.

Example:

Bird

Dog

Differences

A bird has a beak that is long and pointy so the bird can collect seeds and eat worms

A bird has a beak to collect water off of leaves.

A dog has sharp teeth to eat meat and veggies.

A dog has a tongue to drink water.

Similarities

A bird and dog have nostrils to breathe in air.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Second Grade TEKS Lesson Guide.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Proclamation 2024: Report of New Content (10/24/2023)

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Second Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Second Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Grade-Level Concept Connections

Proclamation 2024: Report of New Content (10/24/2023)

Page 156 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Second Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Second Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Diagnostic Assessment - Student

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180225

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

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**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180225

Location: ELPS document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Second Grade TEKS.

**Component: *Dynamic Science 2nd Grade***

ISBN: 9781616180225

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

## **Publisher: TPS Publishing**

### **Science, Grade 2**

#### **Program: *STEAM into Science - Grade 2 Edition: TEKS***

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition***

ISBN: 9781788058094

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 65

Location: Top of page

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Place an asterisk beside the following materials listed: sandpaper, wood, wax, water, paper and modeling clay. Place another asterisk as shown here: Observation: Place the \*materials listed above on the table for the students to examine.

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 2 -

[https://docs.google.com/spreadsheets/d/1\\_NZVpzMjBbpcYQMUIBfwy0OGebVE52A/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1_NZVpzMjBbpcYQMUIBfwy0OGebVE52A/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 2 -

[https://docs.google.com/spreadsheets/d/1\\_bj3f0DJaaG9TSQE55RGE7B6IX8BOsTA/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1_bj3f0DJaaG9TSQE55RGE7B6IX8BOsTA/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 2 - [https://drive.google.com/file/d/1aTn\\_gVxBOUHTOEu2-i-KPS7LAsossE9p/view?usp=sharing](https://drive.google.com/file/d/1aTn_gVxBOUHTOEu2-i-KPS7LAsossE9p/view?usp=sharing)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A



Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 2 - [https://docs.google.com/spreadsheets/d/1Weg-nQlySYmsJOzLHMJfFI\\_VRDo2vSI/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1Weg-nQlySYmsJOzLHMJfFI_VRDo2vSI/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment Vertical Integration Table TEKS 1-5 - Learn by Doing - [https://docs.google.com/spreadsheets/d/1oVAx05vofMRURbaLCuzrGeolOjzrX\\_9D/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1oVAx05vofMRURbaLCuzrGeolOjzrX_9D/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

## **Publisher: Accelerate Learning Inc.**

### **Science, Grade 2**

#### **Program: *STEMscopes Science TX - Grade 2: ELPS***

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We will be going outside to set up our class weather station. Before we go outside, ask the following question.

Can you identify and describe some safe practices we should follow during this field investigation and explain why it is important for us to follow them? Answers will vary but should include practices such as the following:

We should not look directly at the Sun because it can hurt our eyes.

We should pay attention to the terrain we are walking on in case it is wet and slippery or there are rocks in the way so nobody slips or trips and falls or twists their ankle.

We should be observant of bees or ants or other insects so no one gets stung or bit while we are outside.

We should listen to our teacher because he or she will give us directions that will help us learn and also keep us safe.

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**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Tell students they are going to go outside to see the power of the Sun's light. Ask the following questions:

Can you identify some safe practices you should use during this field activity and describe why they should be followed?

Answers will vary but students should include (even if prompting is needed):

We should not look directly at the Sun because it can hurt our eyes.

We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Tell students they are going to go outside to see the power of the Sun's light. Ask the following questions:

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We should not look directly at the Sun because it can hurt our eyes.

We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiral Opportunity

The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Visit the Science Center in Weather Conditions before they complete the science center in Environmental Characteristics to relate the concepts together and reinforce how to measure and record different types of weather.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiral Opportunity (on landing page found in link above)

The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Visit the Science Center in Physical Properties of Matter to have students identify properties related to Sound.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiral Opportunity

The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

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**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Proficiency Level

ELPS: Writing

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internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment

Strategy: Free Write

Provide students with a 5-to-10-minute block of time to free write. The goal is to write the entire time. For some students, this might mean that they write ""I don't know what to write"" on occasion. English learners may switch between native languages and English to keep writing as well as sketching ideas.

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

Allow beginning students to draw or write in any way they feel comfortable, even if that means writing in their native language. The goal is to ensure they continue to write. Encourage them to use any English words they are comfortable with.

Intermediate

Ask intermediate students to draw and free write and use English predominantly. Tell them that they can write in their native language if they get stuck as long as they keep writing.

Advanced/Advanced High

Encourage advanced students to only write in English. Challenge them to stick to English. If they get stuck, they can draw but should stay in English for the writing.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: English Language Support Strategies

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## Proficiency Level

### ELPS: Listening

demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

### Strategy: Reader/Writer/ Speaker Response Triads

Students will work to gain understanding of a text in cooperative groups of three. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.

From *Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners* by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

### Beginner

The teacher should group students in a way that provides them with a sense of security for reading and speaking. This likely means the teacher will need to group beginners with students that the beginners feel comfortable speaking with and who will be supportive. The teacher should spend time with the group ensuring they are able to complete the task.

### Intermediate

The teacher should spread intermediate students among groups where the students are both supported and challenged to speak and answer questions. An intermediate student is good support for a beginner but might also need the support of an advanced learner.

### Advanced/Advanced High

The teacher should consider grouping some advanced students with beginner and intermediate students who need language support and some with native English speakers to ensure they are working toward a higher level.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

### **Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: English Language Support Strategies

Proficiency Level

ELPS: Speaking

expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication

Strategy: Partner Reading

From *Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners* by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will work to gain understanding of a text in cooperative groups of three. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.

Strategy: Reader/Writer/Speaker Response Triads

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: English Language Support Strategies Proficiency Level ELPS: Reading c4F: use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language Strategy: Sentence Sort From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education) Beginner The teacher gives students illustrated sentence strips from simple text in a book or any other source that can be sorted by their characteristics. An example might be simple questions and simple statements. Intermediate Students, with the teacher's assistance, generate categories to sort sentences according to their characteristics. Sentences can be taken from the text in a book or any other source. Examples might be descriptive sentences and nondescriptive sentences or formal and informal English. Advanced/Advanced High Students generate categories in which the learners sort sentences according to their characteristics. Sentences can be taken from the text in a book or any other source. Examples might be sentences connecting/comparing/opposing ideas or correct/incorrect usage. For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

**Component: *STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Strategy: Improv Read Aloud

While the teacher or a student is reading a passage aloud, other students will take turns silently acting out the reading. Afterward, the students will discuss the ways that the students chose to act out their portion.

## Publisher: McGraw Hill

### Science, Grade 2

#### Program: *McGraw Hill Texas Science, Grade 2: ELPS*

**Component:** *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component:** *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component:** *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component:** *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

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Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: *Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: *Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: *Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

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Current Page Number(s): N/A

Location: Unsinkable Signal Buoy - Teacher Note, Stage 1, Activity 4

Link to Updated Content:

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Original Text: New Content

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Updated Text: In-Person Lesson Plan

Show this page on the screen. Give the students 3–5 minutes to individually list on their handouts some things they think will be important to learn more about. Once they have finished, give the students 3–5 minutes to share their lists with the other people in their group. Then transition to the next activity.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy - Teaching Tip, Stage 1, Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons Be sure to provide students with opportunities to talk in small groups during this activity. Small group structures offer all students, including emerging multilingual students, a chance to engage in sense-making with their peers and also offers them space to use their verbal and nonverbal (e.g., writing, drawing pictures, using gestures and symbols) resources to express their ideas and a chance to learn from other students' uses of these resources as well. When students are tasked with expressing their ideas, be sure to encourage them to do so through multiple modes (speaking, writing, drawings, and gestures) and to use both content-specific and everyday registers. This process helps students fully express themselves, allowing peers to evaluate, question, and build on their ideas.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy - Teaching Tip, Stage 5, Activity 1

Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

Be sure to "plant some different ideas" with each group about how to make a strong argument as you move from group to group to check in, answer questions, and offer advice. This strategy helps to ensure that there will be some really strong examples of the evidence and justification components of the argument for students to see and discuss during the next activity. For example, you could help two groups have a really strong evidence component by telling one group, "I think a graph would be really helpful here" and telling another group, "I think your evidence would be stronger if you explained, in words, what this graph shows." You could help a third group have a really strong justification by saying, "Let's brainstorm some ideas that will help you defend your choice of evidence," or "Let's go back to our Ideas handout and see if there are any concepts we can include."

It is important that you make sure that all the arguments are different at this point in time because the students will have nothing to critique or discuss during the next activity if they all have the same argument. The goal during this activity is to set the stage for the next activity by ensuring that the various components of a strong argument can be found on different whiteboards within the class. These strong components will then be taken up by all the groups because they reflect good ideas. Be sure to give students a voice and choice during this activity, so they can make mistakes and learn from them.

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One way to do a quick check-in with a group and plant some different ideas during this activity is to use the "two questions, a nudge, and a goal" technique. This technique includes the following steps:

1. Sit down with a group of students.
2. Ask, "Would one of you tell me a little about what you all have been doing or thinking about?" (question 1)
3. A student answers on behalf of the group.
4. Ask, "Would anyone else like to add anything to that?" (question 2)
5. A different student provides additional information on behalf of the group.
6. Say, "Have you thought about [a hint or something you want to highlight]"? (a nudge)
7. Say, "Okay, I'm going to check on the other groups. When I get back, I want to see [something that you want the group to accomplish]." (a goal)

When you have completed the check-in with one group, move on to the next group.

It is often helpful to assign and change roles at least once during this activity. For example, you might assign the 1s to be "in charge of writing" at the beginning of the activity. You can then easily switch roles about 10 minutes into the activity by saying, "1s, please hand the pen to the 2s. 2s, you are now in charge of writing for the group." By changing roles, you can ensure that all students have a chance to participate and contribute their ideas to the creation of a draft argument. You can also assign students with one number to pick up the supplies at the beginning of the activity and students with another number to return them at the end of the activity.

Be sure to intentionally group emerging multilingual students at times with peers who know the same languages as they do and at other times with peers whose English language development is slightly more advanced. Thoughtful grouping that varies throughout an investigation allows emerging multilingual students to benefit from the different linguistic resources of their peers.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: State Your Shape (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Food coloring: not a hazardous substance. In case of contact with eyes, rinse immediately with plenty of water and seek medical advice. After contact with skin, wash immediately with plenty of water. [https://www.flinnsci.com/sds\\_843-vegetable-food-dyes/sds\\_843/](https://www.flinnsci.com/sds_843-vegetable-food-dyes/sds_843/)
- Although dyes/food coloring are not hazardous materials, they should still be handled with care. Dyes may stain clothing. In event of contact with eye, rinse eyes at eye wash station for 15 minutes.

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- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Fallen Marbles may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: State Your Shape (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.
- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

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Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

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- Food coloring: not a hazardous substance. In case of contact with eyes, rinse immediately with plenty of water and seek medical advice. After contact with skin, wash immediately with plenty of water. [https://www.flinnsci.com/sds\\_843-vegetable-food-dyes/sds\\_843/](https://www.flinnsci.com/sds_843-vegetable-food-dyes/sds_843/)
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**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Landslides (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

Location: Landslides (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Landslides (Materials and Preparation Document, Section: Clean Up)

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- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

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**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Pushing a Magnet with a Magnet, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Safety considerations for this investigation include:

- Magnets may present a pinch hazard. Instruct students not to place body parts between magnets.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

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Current Page Number(s): N/A

Location: Pushing a Magnet with a Magnet, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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- Magnets: Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

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Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Safety considerations for this investigation include:

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Current Page Number(s): N/A

Location: Pushing a Magnet with a Magnet, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Keeping Chickens Warm With Light, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Keeping Chickens Warm With Light, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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Original Text: New Content

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Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Keeping Chickens Warm With Light, Materials and Preparation Document, Clean Up Section

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Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Walrus in the Arctic, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area

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Current Page Number(s): N/A

Location: Walruses in the Arctic, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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Location: Walrus in the Arctic, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Magnetic Attraction, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Magnets may present a pinch hazard. Instruct students not to place body parts between magnets.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.
- Always wear rubber gloves when handling wires/batteries
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Magnetic Attraction, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Magnetic Attraction, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle hot glue gun with care.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

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Location: Unsinkable Signal Buoy, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: States of Matter and Mass (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: States of Matter and Mass (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables.

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The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Dispose of any broken materials, do not store cracked/damaged materials
- Test tubes should be rinsed with water and allowed to dry prior to storing
- Remove batteries/unplug power cords from any electronic materials.
- Allow heat sources to cool prior to storing

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: States of Matter and Mass (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

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Location: States of Matter and Mass (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Fertile Soil in Raised Gardens (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Fallen Beads may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Fertile Soil in Raised Gardens (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Make sure to clean work area with care, collecting any beads that may have fallen to avoid slip/fall hazards.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

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Current Page Number(s): N/A

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Location: Fertile Soil in Raised Gardens (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Family and Caregiver Guide Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Do Other Planets Have Eclipses?

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Bowling Ball Energy (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so

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students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Bowling Ball Energy (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

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**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Electric Toy Cars (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves

Additional safety considerations for this investigation include:

- Always wear rubber gloves when handling wires/batteries
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Electric Toy Cars (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Electric Toy Cars (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Heat Shield for Playground Equipment, Learning Hub, Stage 3: Plan, Some materials, tools or techniques you can use, Image 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New image showing and labeling the different materials available for students to use to design their heat shields

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Weather in Different Locations (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Wear safety goggles while collecting data

Additional safety considerations for this investigation include:

- Students should be instructed to avoid areas where traffic may be present
- Students should be instructed to remain with a "buddy" at all times
- Supply students with sufficient drinking water
- Students should apply insect repellent and sunscreen before going outdoors
- Confirm that first aid kit is fully supplied, whistles work, etc.
- Prevent overexposure to the sun
- Report any accidents immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Weather in Different Locations (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Account for all supplies before returning to the classroom.
- Upon returning to the classroom, all students should wash their hands thoroughly with soap and water.
- Return all supplies to their designated storage spaces.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Weather in Different Locations (Materials and Preparation, Section: Safety Considerations)

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Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Weather in Different Locations (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Account for all supplies before returning to the classroom.
- Upon returning to the classroom, all students should wash their hands thoroughly with soap and water.
- Return all supplies to their designated storage spaces.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Draft Horses (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles

Additional safety considerations for this investigation include:

- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Draft Horses (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Draft Horses (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Draft Horses (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Wrecking Ball (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Wrecking Ball (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Wrecking Ball (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Wrecking Ball (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the

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investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Which Way is Down? (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles

Additional safety considerations for this investigation include:

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Which Way is Down? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Which Way is Down? (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Additional safety considerations for this investigation include:

- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Which Way is Down? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.6A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.6B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.6D

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.6C

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.7A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.7A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.8A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.8A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.8A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.8B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectations 3.11A, 3.11B, 3.11C

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.10A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.10C

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.10B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectations 3.12C, 3.12A

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

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Updated Text: Added Educative assessment for student expectation 3.12B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.12D

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.13B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 3.4B

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Current Page Number(s): N/A

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

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ISBN: 9798987754801

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier

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in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

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Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer

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review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of

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this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

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Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

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Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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ISBN: 9798987754801

Current Page Number(s): N/A

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Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage

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graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 4, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Page 287 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

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Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Link to Updated Content:

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Original Text: New Content

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For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier

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in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer

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review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of

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this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754801

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage

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graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

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Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 308 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 309 of 2091

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Current Page Number(s): N/A

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754801

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier

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in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer

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review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of

Proclamation 2024: Report of New Content (10/24/2023)

this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.



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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Original Text: New Content

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Original Text: New Content

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1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Original Text: New Content

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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[View Updated Content](#)

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Updated Text: Teaching Tip for In-Person Lessons

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Proclamation 2024: Report of New Content (10/24/2023)

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Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

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Current Page Number(s): N/A

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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ISBN: 9798987754801

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Link to Updated Content:

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Original Text: New Content

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754801

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ISBN: 9798987754801

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Original Text: New Content

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For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Original Text: New Content

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

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Proclamation 2024: Report of New Content (10/24/2023)

Page 347 of 2091

Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Teaching Tip for In-Person Lessons

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Page 349 of 2091

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For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

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Page 360 of 2091



[View Updated Content](#)

Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754801

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Original Text: New Content

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Original Text: New Content

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

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Original Text: New Content

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 398 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 399 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 3rd Grade**

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754801

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Properties of Matter Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Force and Motion Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Energy Summative Assessment"

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Solar System Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Earth and Space Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Organisms and the Environment Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Animal Structures Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Processes of Life Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new assessment titled "Careers in STEM"

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a short reading on page 8 of the document. This short reading is about how scientific discoveries impact society.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 2 of Updated Teacher Implementation Guide

Location: Page 2 of Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Introduction to the Teacher Implementation Guide. The new text is 3 paragraphs in length, all on page 2.

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**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 11 of the updated Teacher Implementation Guide

Location: Page 11 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Included a subsection titled "The Role of the Teacher." This section includes 2 paragraphs, all on the bottom of page 11.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: First full paragraph of the page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The third activity of this stage is important because students' prior knowledge and experiences related to the phenomenon or problem should always be used as a starting point for student sense-making. The development of initial models on their own helps to make each individual student's ideas visible so teachers can learn more about each student's thinking. With this information the teacher can make modification to the lesson as needed and, most importantly, leverage the prior knowledge and experiences of the students in their classes as a useful tool for figuring why something happens in the world around them or to develop a solution to the problem. The generation of a list of "things we need to learn more about" also help student identify gaps in their understand and create a desire to learn.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: Hints for the Task Stage box. Hint 6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 6. Activities such as (a) introducing a phenomenon, (b) making the guiding question of the investigation explicit, and (c) eliciting students' current ideas about why or how the phenomenon occurs are designed to help students comprehend more of what they read during later stages of the investigation. These activities also encourage students to be active readers who engage with a text on a deeper level because they create a need for student to read to learn and provides them with a framework for making sense of the information found in the text.

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Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Hints for the Do Stage box. Hint 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 4. For groups that finish collecting and analyzing data early, you can use the questions posted to the Wonder Wall you created during the Task stage as an extension activity. Students can choose a second question to investigate while their classmates are still working on the guiding question of the investigation.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Changes begin with the last paragraph on p. 21. This paragraph begins with the sentence "Each group of students creates a draft argument..." The new content continues until the last paragraph of page 23.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content expands on the Share stage of an ADI investigation. The new content:

1. Provides more information on the nature of a scientific argument
2. Provides information on the role of claims, evidence, reasoning, and justification in the ADI instructional model.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 29 of the updated Teacher Implementation Guide

Location: Hints for the Share Stage box. Hint 7

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7. If you choose to provide time for students to collect additional data in response to peer feedback, some students may not feel the need to collect more data. For these students, you can use the questions posted to the Wonder Wall during the Task stage as an extension activity. These students can pick a question from the Wonder Wall and collect data to answer the additional question.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 38 of the updated Teacher Implementation Guide

Location: Hints for the Report Stage box. Hint 4

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: 7. For those groups who may respond to a more challenging learning experience, you can use the advanced Peer Review Guide included as an appendix. This additional Peer Review Guide increases the rigor of what counts as quality in science by including additional topics for consideration. For example, students are asked to provide feedback regarding the use of symbols are part of an argument. When using the advanced Peer Review Guide, make sure that both the author of the report and the students reviewing the report are ready for the additional challenge.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 40-41 of the updated Teacher Implementation Guide

Location: Section titled "Supports for Implementing Investigations."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content includes an introductory paragraph to the section and 3 subsections. The subsections are titled:

1. Investigation Information and Standards Alignment Document
2. Materials and Preparation Document
3. Lesson Plans and Tips for Teaching

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Pages 41-48 of the updated Teacher Implementation Guide

Location: Section Titled "Differentiation of Instruction for Students with Different Needs."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new section on differentiation of instruction. The section begins on page 41 and ends on page 48, This content was added in response to feedback during the Texas Resource Review. The section on differentiation includes the following five subsections:

1. Meaningful, Rigorous, and Equitable by Design (p. 41-42)
2. Modification to instructional materials (p. 42-43)
3. Accommodation Embedded into the Instructional Materials (p. 43-44)
4. Additional Accommodations (p. 44-45)
5. Supporting Emerging Multilingual Students (p. 45-48)

The subsection on supporting emerging multilingual students provides information on accommodating students in each of the 4 domains of English Language Proficiency at each level of proficiency, as defined by the ELPS.

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ISBN: 9798987754801

Current Page Number(s): Pages 48-51 of the updated Teacher Implementation Guide

Location: Section titled "Creating a Safer Learning Environment for Investigations and Design Challenges"

Proclamation 2024: Report of New Content (10/24/2023)

Page 409 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new section on classroom safety. The section begins on page 48 of the updated Teacher Implementation Guide and ends on page 51. This section was added in response to feedback during the Texas Resource Review. The section on classroom safety includes the following four subsections:

1. The Physical Environment
2. The Proper Use of Personal Protective Equipment
3. The Creation of Classroom Rules and Procedures
4. Cleaning Up after an Investigation or Design Challenge

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 54 of the updated Teacher Implementation Guide

Location: The text under the heading "Mid-Unit Educative Assessments" at the bottom of p. 54.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a section on the mid-unit educative assessments added in response to feedback during the Texas Resources Review. The updated content includes:

1. Text on the role of educative assessments in the program
2. A table providing guidance to teachers on how to adjust instruction in light of the midunit educative assessments

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ISBN: 9798987754801

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: First sub-section the page, titled "End of Unit Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added section on the end of unit assessments added in response to feedback during the Texas Resource Review.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: Bottom of page 59 under heading "Consistent Administration of Formal Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 410 of 2091

Updated Text: It is important to administer the Mid-Unit Educative Assessments and end of unit Summative Assessments in a fair and consistent manner. To ensure teachers do so, we have embedded teacher notes into the Learning Hub on how to administer each assessment. Following these teacher notes will ensure that each assessment is administered in the same way to all students. In the next section, we also provide details on how to assign Q&A assessments, Mid-Unit Educative Assessments, and end of unit Summative Assessments.

When assigning any assessments, teachers must be mindful of any required accommodations for students with different needs. The assessment system can be configured to provide additional time or other supports for students that are entitled to such accommodations. Upon assigning an assessment to a class, the teacher can then change the due date for students in accordance with any time requirements. The immersive reader is also embedded into the assessments, so students can utilize the language functions if needed.

In general, we suggest that when administering assessments, teachers should always defer to any district or school rules. Teachers must follow any required accommodations for an individual student.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Page 60 of the updated Teacher Implementation Guide

Location: Top of page 60, the section titled "Fostering Connections between Home and School."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a section on how to foster connections between home and school. This section begins on page 60 and ends on page 62 of the updated Teacher Implementation Guide. Content was added in response to feedback during the Texas Resource Review. The section of fostering connections between home and school includes the following two subsections:

1. Parent or Caregiver Letter
2. Meetings with Parents or Caregivers

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Pages 96-98 of the updated Teacher Implementation Guide.

Location: Text and table under the heading "Assessment Verification"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a table to verify the assessment of each TEKS. This section begins on page 96 and ends on page 98 of the updated Teacher Implementation Guide. The new content includes:

1. A table listing each student expectation in the TEKS as well as the investigations, educative assessments and summative assessments where the student expectation is assessed
2. Text providing context for the table.

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Pages 98-100 of the updated Teacher Implementation Guide

Proclamation 2024: Report of New Content (10/24/2023)

Page 411 of 2091

Location: Text and table under the heading "Pacing."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a pacing guide to provide more explicit guidance on the instructional calendar. Added content begins on page 98 and ends on page 100. Content was added in response to feedback from the Texas Resource Review. The additional content includes:

1. Table listing each activity and the number of instructional days needed to complete each activity under a 180 day, 150 day and 120 day calendar.
2. Guidance for how to break up each investigation or design challenge over multiple days
3. Text providing content for the tables

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ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 103-105 of the updated Teacher Implementation Guide

Location: List of references under the heading "References."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated reference list to reflect changes made throughout the Teacher Implementation Guide

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Pages 108-114 of the updated Teacher Implementation Guide

Location: Series of graphic organizers after the title page "Appendix 2: Additional Plan Stage Graphic Organizers."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following Plan stage graphic organizers as an appendix:

1. Testing a Hypothesis
2. Identifying Errors
3. Important Ideas, RTCs and Practices
4. Planning Your Own Investigation

**Component: *Texas ADI Learning Hub for Science, 3rd Grade***

ISBN: 9798987754801

Current Page Number(s): Pages 115-117 of the updated Teacher Implementation Guide

Location: Section beginning with the title page "Appendix 3: Advanced Peer Review Guide"

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added an additional peer review guide for teachers to use if they choose.

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ISBN: 9798987754801

Current Page Number(s): Pages 118-121 of the updated Teacher Implementation Guide

Location: Section begins with the title page "Appendix 4 Parent/Caregiver Meeting Form."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a form to use when teachers meet with a student's parents/caregivers.

## **Publisher: Discovery Education Inc**

### **Science, Grade 3**

#### **Program: *Science Techbook for Texas by Discovery Education - Grade 3: TEKS***

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 40

Location: TEKS

Original Text: New Content

Updated Text: 3.11.A Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.

3.11.B Explain why the conservation of natural resources is important.

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/921de90a-65cd-4294-9d7a-4a786d2fccf9>

Location: Unit 3 > Concept 2 > Lesson 2 > Standards

Original Text: New Content

Updated Text: 3.11.A; 3.11.C; 3.1.C

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 44

Location: TEKS

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Original Text: New Content

Updated Text: 3.11.A Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.

3.11.B Explain why the conservation of natural resources is important.

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0ce170e-fbdc-43b7-8261-5ab9015a6639>

Location: Unit 3 > Concept 2 > Lesson 5 > Standards

Original Text: New Content

Updated Text: 3.11.A; 3.11.C; 3.3.A

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 60

Location: TEKS

Original Text: New Content

Updated Text: 3.11.A Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.

3.11.B Explain why the conservation of natural resources is important.

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 36

Location: Concept opener > TEKS Standards

Original Text: New Content

Updated Text: 3.11.A, 3.11.B, 3.11.C

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 37

Location: Concept opener > TEKS Standards

Original Text: New Content

Updated Text: 3.11.A Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.

3.11.B Explain why the conservation of natural resources is important.

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): xxxii-xxxiii

Location: Standards Alignment > TEKS

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): xiv

Location: Unit Standards> Earth's Resources

Original Text: New Content

Updated Text: 3.11.A, 3.11.B, 3.11.C, 3.1.C, 3.1.G, 3.3.A, 3.4.A, 3.5.D

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 89

Location: Last paragraph under ASK questions

Original Text: New Content

Updated Text: On the board as a whole class activity, compile the weather data into line graphs. Complete this for Part 1 and Part 2. Have students provide you with directions on how to create the graph.

After students have collected their data, direct them to clean up their materials.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 78

Location: Turn and Talk

Original Text: New Content

Updated Text: • How did you compare and describe the temperature and precipitation in the two locations?  
• What did the line graphs tell you about the precipitation and temperature of the area?  
• What are some other ways you can think of to compare weather?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): 12

Location: Part 1

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Original Text: New Content

Updated Text: [add new paragraph below the blue pencil box for Part 1]

Have students use the data from the table to create a simple line graph showing how the volume of each object compares.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 7

Location: ASK questions

Original Text: New Content

Updated Text: • How does the rubber band interact with the cardboard hopper? Responses will vary. Sample response: The rubber band caused the ends of the hopper to pull together, pushing it off the launch pad and into the air.

• What happened to the cardboard in terms of cause-and-effect? Responses will vary. Sample response: The rubber band caused a force to interact with the cardboard. The effect was the cardboard moved.

• Why was it important to wear safety goggles during this investigation? Sample response: We had to wear safety goggles in case the popper flew too close to our eyes.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 58

Location: Turn and Talk

Original Text: New Content

Updated Text: • What is energy? Sample response: Energy is an ability to make changes.

• What are some everyday examples of energy? Sample response: thermal energy, sound energy, mechanical energy

• What are some examples of invisible energy? Sample response: Invisible energy is sound, electrical, and chemical energy.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition***

ISBN: 9781616292027

Current Page Number(s): 43

Location: Turn and Talk

Original Text: New Content

Updated Text: • What is energy?

• What are some everyday examples of energy?

• What are some examples of invisible energy?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 49

Location: Turn and Talk

Original Text: New Content

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Updated Text: • Did you have enough materials to make the building? Is there a resource you wish there was more of? If so, what was the resource and why did you need more of it? Student responses will vary. Sample response: We could not build the roof properly because we ran out of craft paper. We wish we had more craft paper.

- Would it have been fair for any one of the groups to use most or all of one of the materials? How would you make dividing up resources more fair? Student responses will vary. Sample response: This would not be fair because other groups would not be able to use that material. It would be more fair if each group got the same amount of material
- Which of the building construction resources can be conserved through reducing, reusing, or recycling? Student response will vary. Sample response: The cardboard and paper can be recycled. The craft sticks and rocks can be reused. We could have used less paper clips.
- What safety rules did you follow during the investigation? Sample response: I had to be careful using the scissors so that I did not cut myself or someone else.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 45

Location: Turn and Talk

Original Text: New Content

Updated Text: • Did you have enough materials to make the building? Is there a resource you wish there was more of? If so, what was the resource and why did you need more of it?

- Would it have been fair for any one of the groups to use most or all of one of the materials? How would you make dividing up resources more fair?
- Which of the building construction resources can be conserved through reducing, reusing, or recycling?
- What safety rules did you follow during the investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 62

Location: First Turn and Talk section

Original Text: New Content

Updated Text: • How do people use natural resources? Sample response: People use natural resources to grow food, transport things, and make products.

- How can we conserve natural resources? Sample response: We can reduce, reuse, and recycle.
- How can people conserve natural resources such as glass and aluminum? Sample response: We can reuse glass. We can recycle glass and aluminum.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 55

Location: Turn and Talk

Original Text: New Content

Updated Text: • How do people use natural resources?

- How can we conserve natural resources?
- How can people conserve natural resources such as glass and aluminum?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 90

Location: Turn and Talk

Original Text: New Content

Updated Text: • What did the line graphs tell you about the precipitation and temperature of the area? Sample response: The graph shows that the precipitation mostly increase throughout the week while the temperature increases at first but the starts to decrease.

• What are some other ways you can think of to compare weather? Sample response: We could compare weather according to other data, such as using wind speed, wind direction, or humidity.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 111

Location: Turn and Talk

Original Text: New Content

Updated Text: • What are some tools used to gather weather data? Sample response: Thermometers, barometers, and weathervanes are some tools used for weather data.

• How can measurement tools help us describe weather? Sample response: A thermometer tells us how warm or cold weather is. A weathervane tells us the direction of the wind. A barometer tells us pressure, which can help predict future weather.

• How does being able to use tools to predict and measure the weather impact society? Using tools to predict and measure the weather allows us to know what to wear and which activities we can do. It can also help protect us if something dangerous like lightning or a hurricane is going to happen.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 97

Location: Turn and Talk

Original Text: New Content

Updated Text: • What are some tools used to gather weather data?

• How can measurement tools help us describe weather?

• How does being able to use tools to predict and measure the weather impact society?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 114

Location: Turn and Talk

Original Text: New Content

Updated Text: • What would you do if you were in a thunderstorm? Student responses will vary. Sample response: I would move into a room without windows. I would check if flooding occurred.

• What is most important in preparing for severe weather? Student responses will vary. Sample response: Having an

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emergency plan is most important.

- How does knowledge of how weather works help keep us safe in the event of a severe weather event? Sample student response: Knowing how weather works helps us predict when a severe weather event is going to happen, what the dangers are, and how we can react so we can stay safe.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 103

Location: Turn and Talk

Original Text: New Content

Updated Text: • What would you do if you were in a thunderstorm?

- What is most important in preparing for severe weather?
- How does knowledge of how weather works help keep us safe in the event of a severe weather event?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 135

Location: Below the Turn and Talk question

Original Text: New Content

Updated Text: [add new question with ASK icon]

What safety rules did you follow during the investigation? Sample response: I had to be careful when running so that I did not run into anyone.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): 55

Location: Record It! column, after existing items

Original Text: New Content

Updated Text: Students can use a graphic organizer such as a table or Venn diagram to show how matter can be compared based on its physical properties.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): 103

Location: Second table Record It! column, after existing items

Original Text: New Content

Updated Text: Students can make a before and after flip book that allows classmates to predict and see what happens when matter is cooled.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 58

Location: Below first pencil box and above Turn and Talk items

Original Text: New Content

Updated Text: After students have completed their graphic organizers, review the Invisible Forms of Energy tree map. You may need to click "next" after either the Indoors or Outdoors sections to view the tree map. Have students assist you with completing the map to show how the invisible energy can transform into other forms of energy.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 70

Location: Part 3, following bulleted instruction items

Original Text: New Content

Updated Text: Select a student group's data to create into a bar graph. Have students provide you with directions on how to create the graph.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition***

ISBN: 9781616292027

Current Page Number(s): 47

Location: Safety

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.  
• Lift heavy objects such as books carefully.  
• Wear closed-toe shoes to protect feet from falling objects.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition***

ISBN: 9781616292027

Current Page Number(s): 57

Location: Safety

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.  
• Do not hit anyone with a ball, flying disc, or toy hoop.  
• Wear closed-toe shoes appropriate for running.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 90

Location: After Reading, above Turn and Talk

Original Text: New Content

Updated Text: Have students help you draw a tree map showing the different types of energy that can be changed into electrical energy based on the reading passage.

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**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition***

ISBN: 9781616292010

Current Page Number(s): 94

Location: Record It! column, after existing items

Original Text: New Content

Updated Text: Students can construct a graphic organizer such as a table, bar graph, line graph, tree map, concept map, Venn diagram, flow, or sequence map that shows data representing how energy is used in everyday life.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 43

Location: Part 2, below Step 3

Original Text: New Content

Updated Text: 4. Discuss which materials can be reused or recycled.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 48

Location: Part 2, below existing bullets

Original Text: New Content

Updated Text: • Discuss the materials that can be reused or recycled.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > Safety Poster

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Part 1, Step 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Educator Notes > Location: Part 1, Step 1

Original Text: New Content

Updated Text: Go outdoors with your teacher. Make sure to wear gloves when touching items outside.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition***

ISBN: 9781616292133

Current Page Number(s): 130

Location: Part 1, Step 1

Original Text: New Content

Updated Text: Go outdoors with your teacher. Make sure to wear gloves when touching items outside.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition***

ISBN: 9781616292126

Current Page Number(s): 152

Location: Investigating Making Fossils, Part 1, Step 1

Original Text: New Content

Updated Text: Go outdoors with your teacher. Make sure to wear gloves when touching items outside.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Part 1 Educator Notes, Investigating Making Fossils

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Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition***

ISBN: 9781616292126

Current Page Number(s): 152

Location: Investigating Making Fossils

Original Text: New Content

Updated Text: Discuss safety and procedures with students before they begin. For example, when students handle organism samples directly, check that they are wearing gloves.

Display and discuss the data-collection worksheet. Tell students that they will be collecting data on what they can tell about their object by observing its fossil. Students will record their results by drawing and writing on their data worksheet.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Safety

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Educator Notes > Location: Safety

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.

- Wear proper safety attire, including closed-toe shoes and gloves.
- Do not touch any insects or other animals.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition***

ISBN: 9781616292133

Current Page Number(s): 129

Location: Safety

Original Text: New Content

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Updated Text: • Follow all lab safety guidelines.

- Wear proper safety attire, including closed-toe shoes and gloves.
- Do not touch any insects or other animals.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition***

ISBN: 9781616292126

Current Page Number(s): 151

Location: Safety

Original Text: New Content

Updated Text: • Follow all lab safety guidelines.

- Wear proper safety attire, including closed-toe shoes and gloves.
- Do not touch any insects or other animals.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Turn and Talk, Bullet 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/bece2f46-0eac-45f9-a8f8-6350609b76bb>

Location: Unit 4 > Concept 4 > Lesson 2 > Section: Hands-On Activity > Educator Notes > Location: Turn and Talk, Bullet 3

Original Text: New Content

Updated Text: How did you demonstrate the use of safety equipment during the field investigation? Student responses will vary. Sample response: I wore gloves whenever I was touching organisms outside, like acorns, leaves, and twigs.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition***

ISBN: 9781616292133

Current Page Number(s): 132

Location: Turn and Talk

Original Text: New Content

Updated Text: How did you demonstrate the use of safety equipment during the field investigation?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition***

ISBN: 9781616292126

Current Page Number(s): 154

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Location: Turn and Talk

Original Text: New Content

Updated Text: How did you demonstrate the use of safety equipment during the field investigation? Student responses will vary. Sample response: I wore gloves whenever I was touching organisms outside, like acorns, leaves, and twigs.

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ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cbce24ae-3cb2-4153-923d-0cf1d332baf6>

Location: Unit 4 > Concept 2 > Lesson 6 > Section: Interactive > Data Table slide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition***

ISBN: 9781616292126

Current Page Number(s): 73

Location: Below blue shaded box with pencil, above Turn and Talk

Original Text: New Content

Updated Text: Point out to students that the interactive allows them to construct a bar graph to collect and organize their data. Show students how to access the graphing tool by clicking the first icon in the upper right corner of the interactive. Then, click "Graph." Encourage students to verbally explain to a partner what the bar graph shows. Students should explain that the graph shows how the combination of frog features affects the lifespan of frogs. They should note that the years of survival are shown on the y-axis and the combination of features is shown on the x-axis.

**Component: *Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5a58072f-0822-4926-a3f7-35655256c97b>

Location: Unit 3 > Concept 4 > Lesson 5 > Section: Video > Location: Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition***

ISBN: 9781616292058

Current Page Number(s): 131

Location: Turn and Talk

Original Text: New Content

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- Updated Text: • How large is the sun compared to Earth?
- Is your model of the sun and Earth system proportional?
  - How do Earth and the moon stay in orbit around each other?
  - What shape is Earth's orbit around the sun?

**Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition***

ISBN: 9781616292041

Current Page Number(s): 157

Location: After the Video > replace Turn and Talk section

Original Text: New Content

Updated Text: Explain how a proportion can be used to describe objects and systems in science.

Say: A proportion is when the size or number of the parts stays the same compared to the whole. For example, if you take a picture and make it ten times bigger, the large picture is proportional to the small one because all the parts are the same compared to the whole. If you double a whole recipe for a party, the recipe is proportional because all the parts or ingredients are also doubled.

Have students turn and talk to a partner about the questions.

ASK

How large is the sun compared to Earth? Sample response: The sun is a million times larger than Earth (based on the information in the video).

Is your model of the sun and Earth system proportional? Sample response: It is not proportional because the sun should be much larger than Earth.

How do Earth and the moon stay in orbit around each other? Sample response: Earth's gravitational pull and the moon's speed of motion.

What shape is Earth's orbit around the sun? Sample response: Earth's orbit is a circle or oval shape.

## **Publisher: Great Minds**

### **Science, Grade 3**

**Program: *PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 6

Location: Module Map, Lessons 3-4, Texas Essential Knowledge and Skills column

Original Text: New Content

Updated Text: Add "3.5E" above 3.5G.

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 13

Location: Focus Standards, Texas Essential Knowledge and Skills for Science

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Between 3.5D and 3.5G, add a new row: "3.5E investigate the flow of energy and cycling of matter through systems;". Apply italics to "investigate the cycling of matter through systems"

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 43

Location: Standards Addressed, Texas Essential Knowledge and Skills, Recurring Themes and Concepts table

Original Text: New Content

Updated Text: [Standard] "3.5E"

[Student Expectation] "Investigate the flow of energy and cycling of matter through systems."

[Lesson(s)] "3, 4"

Apply bold to "Investigate the cycling of matter through systems."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 53

Location: Learn: Compare Land Samples; last paragraph

Original Text: New Content

Updated Text: To the end of the last paragraph in the Learn, add: "Explain that plants and other materials on Earth's surface are continuously broken down into smaller pieces, resulting in the formation of new soil." Insert Spotlight on Knowledge and Skills icon after the added inline text.

Insert corresponding sidebar Spotlight on Knowledge and Skills box with the following text:

"Spotlight on Knowledge and Skills

During these lessons, students investigate how the cycling of matter such as rocks, soil, and plant material contributes to the formation of land (3.5E). In Level 4, students further explore the cycling of matter as they investigate how energy flows and matter cycles through food webs (4.12B)."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 54

Location: Land, before the inline English Language Development box

Original Text: New Content

Updated Text: To the end of the paragraph before the inline English Language Development box, add: "Explain that dead plants and animals are matter. Summarize that the soil column students observed illustrates part of the cycling of matter as it breaks down and becomes part of the soil." Insert an English Language Development icon between the two new sentences.

Insert sidebar English Language Development box with the following text:

"English Language Development

Students will encounter the term matter throughout the module. Providing the Spanish cognate materia may be helpful. Consider asking students to share the definition of matter that they learned in Level 2. Tell students that they will continue to build on the definition in later lessons."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 58

Location: Learn: Investigate Rocks; paragraph above the inline Safety Note box

Original Text: New Content

Updated Text: "Build on students' responses to confirm that the tests can be used to model the cycling of rock material in the natural world."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 59

Location: Learn: Investigate Rocks; inline Check for Understanding box, TEKS Assessed

Original Text: New Content

Updated Text: "3.5E Investigate the flow of energy and cycling of matter through systems."  
Apply bold to "Investigate the cycling of matter through systems."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 59

Location: Learn: Investigate Rocks; inline Check for Understanding box, Evidence, first sentence

Original Text: New Content

Updated Text: "Students model the process of weathering (3.5E) by performing shake and scratch tests on various rocks (3.1B)."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 62

Location: Learn: Construct an Argument About Rocks; paragraph above the inline English Language Development box

Original Text: New Content

Updated Text: "Establish that weathering contributes to the cycling of rock material on Earth."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 63

Location: Learn: Construct an Argument About Rocks; inline Check for Understanding box, TEKS Assessed

Original Text: New Content

Updated Text: "3.5E Investigate the flow of energy and cycling of matter through systems."  
Apply bold to "Investigate the cycling of matter through systems."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 63

Location: Learn: Construct an Argument About Rocks; inline Check for Understanding box, Evidence

Original Text: New Content

Updated Text: "Students use evidence from the shake and scratch tests to explain (3.3A) how weathering of rocks (3.5E) contributes to the formation of soil (3.10B)."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 436

Location: Appendix C: Content-Specific Words (Tier Three)

Original Text: New Content

Updated Text: Add a new row for matter:

[Word(s)]: "Matter"

[Spanish Cognate]: "Materia"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 6

Location: Module Map, Lessons 6-8, Texas Essential Knowledge and Skills for Science

Original Text: New Content

Updated Text: Add "3.1F" after 3.1E.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 14

Location: Focus Standards, 3.1F

Original Text: New Content

Updated Text: Apply italics to "bar graphs," in 3.1F.

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 26

Location: Lesson 8

Original Text: New Content

Updated Text: A new activity guide for students to use a blank bar graph template to create a bar graph of the air temperature in either Houston, TX, or Atlanta, GA.

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 27

Location: Lesson 8 Activity Guide B

Original Text: New Content

Updated Text: In the header, change "B" to "C" so it reads: "Level 3 ▶ Survival and Change ▶ Lesson 8 ▶ Activity Guide C"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 27

Location: Lesson 8 Activity Guide B

Original Text: New Content

Updated Text: In the title, change "B" to "C" so it reads: "LESSON 8 ACTIVITY GUIDE C"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 72

Location: Lesson 20

Original Text: New Content

Updated Text: Add Lesson 20 Activity Guide A for students to illustrate a butterfly life cycle.

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 73

Location: Lesson 20 Activity Guide

Original Text: New Content

Updated Text: Add "B" to the header so it reads: "Level 3 ▶ Survival and Change ▶ Lesson 20 ▶ Activity Guide B"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 73

Location: Lesson 20 Activity Guide

Original Text: New Content

Updated Text: In the title, add "B" so it reads: "LESSON 20 ACTIVITY GUIDE B"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 77

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Location: Lesson 22 Activity Guide; paragraph that starts "Choose one animal from the Stay category"

Original Text: New Content

Updated Text: At the end of the paragraph, add: "How do you think the animal's growth would be affected by staying?"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 77

Location: Lessons 6-8 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices

Original Text: New Content

Updated Text: "[Standard] 3.1F

[Student Expectation] Construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input–output tables that show cause and effect.

[Lesson(s)] 8"

Bold the words: "Construct appropriate graphic organizers to collect data, including bar graphs"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 78

Location: Lesson 22 Activity Guide; paragraph that starts "Choose one animal from the Migrate category"

Original Text: New Content

Updated Text: At the end of the paragraph, add: "How do you think the animal's growth would be affected by migrating?"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 78

Location: Lessons 6-8 Overview, Materials, Student Materials table, last row

Original Text: New Content

Updated Text: Add "C" to the Lesson 8 row for the Science Logbook. Revision: "Science Logbook (Lesson 8 Activity Guides A, B, and C)"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 79

Location: Lesson 22 Activity Guide; last section, second sentence

Original Text: New Content

Updated Text: Replace: "How might being less active change how much an animal grows?" with: "How might cold temperatures, lack of water from rain, and being less active affect an animal's growth?"



**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): 82

Location: Lesson 23 Activity Guide

Original Text: New Content

Updated Text: At the end of the activity guide, add a new question with corresponding write-on lines. The added question: "How would a pika's growth be affected by cold temperatures and a lack of precipitation?"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 97

Location: Learn: Compare Weather Conditions; first paragraph

Original Text: New Content

Updated Text: Additional activity for students to create a bar graph using air temperature data from air temperature bar graphs for Houston, TX, and Atlanta, GA.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 97

Location: Learn: Compare Weather Conditions; first paragraph, last sentence

Original Text: New Content

Updated Text: "Instruct student pairs to use their graphs and data tables to answer the questions in their Science Logbook (Lesson 8 Activity Guide C)."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 182

Location: Learn: Evaluate Organisms' Ability to Survive; sidebar Spotlight on Knowledge and Skills box

Original Text: New Content

Updated Text: Delete the Spotlight on Knowledge and Skills side box and the corresponding inline icon.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 192

Location: Learn: Research Animal Groups; sidebar Teacher Note box

Original Text: New Content

Updated Text: Delete the Teacher Note side box and the corresponding inline icon.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 194

Location: Learn: Compare Animal Groups; before the inline Check for Understanding box

Original Text: New Content

Updated Text: "Tell students that animal groups are known as populations. Explain that a population is all the organisms of the same kind that live in the same place at the same time." Add an English Language Development inline icon after the second sentence. Add a corresponding sidebar English Language Development box with the text: Students will encounter the term population throughout the module. Consider providing examples of populations from around the school. For example, "The first grade has a population of 77 students" or "Our school's teacher population is 42."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 209

Location: Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.12C

Original Text: New Content

Updated Text: Apply bold to "natural" in 3.12C.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 211

Location: Materials, Student Materials table, fifth row

Original Text: New Content

Updated Text: "Science Logbook (Lesson 20 Activity Guides A and B)"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 226

Location: Learn: Introduce Butterfly Life Cycle, paragraph before the Teacher Question

Original Text: New Content

Updated Text: "Review that students have observed the stages of a butterfly's life cycle in different ways, including individual drawings of each stage on cards and an illustration of all the stages together."

Add a Teacher Question: "What are some other ways we could represent a butterfly's life cycle?"

Add two sample student responses:

"- We could take photographs of the caterpillar in our classroom as it goes through its life cycle. Then we can use those photos to show its life cycle.

- Maybe we could draw a picture to show each stage of a butterfly's life cycle."

Add a new paragraph: "Acknowledge student responses, and confirm that there are many possible ways to represent a butterfly's life cycle. Prompt students to create another representation by illustrating the life cycle of a butterfly in their Science Logbook (Lesson 20 Activity Guide A)."

Add sample student response image of a student drawing of the butterfly life cycle.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 226

Location: Learn: Sequence Organism Cards; first paragraph, last sentence

Original Text: New Content

Updated Text: Add an inline Teacher Note Icon after "Instruct students to create a life cycle for all five organisms." Move the inline Teacher Note to the sidebar.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 226

Location: Learn: Sequence Organism Cards; second paragraph

Original Text: New Content

Updated Text: [2nd paragraph] Point out that some cards have marks to show what students should focus on. For example, students should focus on the egg that is circled on the card that shows two frogs with a pile of eggs. Circulate to help students sequence the cards correctly. Ensure that all groups have correctly sequenced all five life cycles before moving on."

[Teacher Note]

As needed, ask questions such as these to facilitate students' reasoning: What do you think changed or happened between these two pictures? What do you think this organism looked like earlier in its life? What do you think this organism looked like later in its life?

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 229

Location: Learn: Compare Life Cycles; paragraph after the sample class chart

Original Text: New Content

Updated Text: "Have students pick one plant and one animal and compare the life cycles of the two organisms in their Science Logbook (Lesson 20 Activity Guide B)."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 241

Location: Learn: Describe Strategies to Survive Seasonal Changes; first set of sample student responses, second sample student response

Original Text: New Content

Updated Text: "Some Canada geese leave the forest during winter. We think that Canada geese are not suited to the environment during winter because they can't stay warm and don't have enough food."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

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Current Page Number(s): 241

Location: Learn: Describe Strategies to Survive Seasonal Changes; first set of sample student responses

Original Text: New Content

Updated Text: "Ask students to share how they think the growth of an animal in the Stay category would be affected by the changes in temperature and precipitation."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 242

Location: Learn: Describe Strategies to Survive Seasonal Changes; first Teacher Question

Original Text: New Content

Updated Text: "How do you think cold winter weather conditions affect the animal's activity?"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 243

Location: Learn: Describe Strategies to Survive Seasonal Changes; second Teacher Question after the inline Check for Understanding box, first sample student response

Original Text: New Content

Updated Text: "When an environment gets snowy and a lot colder in winter, some animals don't have a way to stay warm or have enough food, so they move away until spring."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 244

Location: Learn: Describe Strategies to Survive Seasonal Changes; after the inline English Language Development box

Original Text: New Content

Updated Text: Summary of new content added to address TEKS 3.12A. The teacher explains that hibernation and migration are strategies that allow some animal populations to thrive during seasonal changes. The teacher explains that animal populations thrive, or grow in size, when the animals within the population have offspring. An English Language Development box was added to support the term "thrive" as "to grow" or "to develop well."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 246

Location: Land, first set of sample student responses

Original Text: New Content

Updated Text: "How does winter weather affect butterflies?"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 246

Location: Land, first set of sample student responses, first sample student response, second sentence

Original Text: New Content

Updated Text: "Some butterflies have to migrate because they aren't suited to the environment during the winter and may not have enough food."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 255

Location: Learn: Read About Plant Survival Strategies; before Revise Anchor Chart

Original Text: New Content

Updated Text: [New paragraph] "Tell students that in other parts of the world, animals such as caribou pikas eat mosses. Invite students to share what they learned about the effects of cold temperatures in winter and the lack of precipitation, and how they affect animals that eat moss. Ask students to respond to the question in their Science Logbook (Lesson 23 Activity Guide)."

[Teacher Question] "How would cold temperatures and a lack of precipitation affect a pika's growth?"

[Sample Student Response] -A pika would not grow as much in cold temperatures and with less precipitation if there was not as much moss growth."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 261

Location: Materials, Teacher Materials table

Original Text: New Content

Updated Text: "[Teacher Materials] Past Environment of the Florissant Area Illustration (Lesson 9 Resource B) [Lesson(s)] 25

[Teacher Materials] Present-Day Florissant Area Photograph (Lesson 10 Resource A) [Lesson(s)] 25"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 278

Location: Learn: Discuss Possible Solutions, after the images from Lesson 25 Resource A

Original Text: New Content

Updated Text: [New paragraph] "Ask students to explain the relationship between the structure and function of each of the objects in the proposed solution photographs.

Sample student responses:

-The plastic covering on the birdfeeder helps keep the bird food dry.

-The wood in the birdhouse solution provides the cardinals shelter with a roof and walls. There is one small hole that lets the cardinals in and out of the birdhouse.

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-The plastic cylinder holding the bird food has holes to allow the birds to get food but still holds the food.

-The branches of the tree provide shelter for birds."

[New paragraph] "Acknowledge student responses, and confirm that the structure of each object is related to its function."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 287

Location: Land; before the Optional Homework section

Original Text: New Content

Updated Text: Summary of content added: Students identify how the Florissant environment changed over time and discuss how these environmental changes caused the butterfly population to thrive. Students conclude that the changed environment provided more resources for the butterfly population to thrive, including food and shelter from plants.

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 485

Location: Lesson 22 Resource B, Canada Goose card

Original Text: New Content

Updated Text: "Before the weather starts to get very cold and snowy, some Canada geese migrate south in groups to find warmer conditions and more plants for food."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 558

Location: Appendix C: Content-Specific Words (Tier Three)

Original Text: New Content

Updated Text: Insert new row:

[Word(s)] "Population"

[Cognate] "None"

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 559

Location: Appendix C: Content-Specific Words (Tier Three)

Original Text: New Content

Updated Text: Insert new row:

[Word(s)] "Thrive"

[Cognate] "None"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

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Current Page Number(s): iv

Location: Table of Contents

Original Text: New Content

Updated Text: "Lesson 8 Activity Guide B: Create a Bar Graph .... 27  
Lesson 8 Activity Guide C: Compare Weather in Houston and Atlanta"

**Component: *Survival and Change Science Logbook***

ISBN: 9798885885430

Current Page Number(s): v

Location: Table of Contents

Original Text: New Content

Updated Text: "Lesson 20 Activity Guide A: Illustrate the Life Cycle of a Butterfly .... [page number]  
Lesson 20 Activity Guide B: Compare Life Cycles"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 13

Location: Module Overview, Focus Standards

Original Text: New Content

Updated Text: Apply bold to "scientific discoveries and" and "science and"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): 15

Location: Lesson 5

Original Text: New Content

Updated Text: Add a new activity guide for students to create a tree map during the pinwheel activity.

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): 15

Location: Lesson 5

Original Text: New Content

Updated Text: Add "B" to "LESSON 5 ACTIVITY GUIDE" under the name line and above "Speed Investigation"; update the header to include "B".

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): 27

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Location: Lesson 10 Activity Guide

Original Text: New Content

Updated Text: New activity added to the lesson: "Plan an investigation about how to change the sooter's motion. Record the steps of your investigation plan."

Also include write-on lines.

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): 47

Location: Lesson 16

Original Text: New Content

Updated Text: "What is the relationship between the structure of each material and the distance the marble travels?"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 49

Location: Lessons 4-6 Overview, Materials Table, Student Materials, fifth row

Original Text: New Content

Updated Text: "Science Logbook (Lesson 5 Activity Guides A and B)"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 49

Location: Lessons 4-6 Overview, Materials Table, Student Materials

Original Text: New Content

Updated Text: "Sticky notes (6)" [Lesson(s)] "5"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 50

Location: Lessons 4-6 Overview, Materials Table, Teacher Preparation

Original Text: New Content

Updated Text: "Cue pinwheel video (<http://phdsci.link/2951>)."  
[Lesson(s)] "5"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): 60

Location: Lesson 22

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Original Text: New Content

Updated Text: Insert the following text and writing lines on a new page in the Lesson 22 activity guide.

"Over 2,000 years ago, humans made the scientific discovery that some types of rocks attract metals. How have past discoveries about magnetic forces affected society and our lives today?"

[insert writing lines]

"Think about the magnet text you read. How do you think that using magnets to solve problems affected science?"

[insert writing lines]

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 67

Location: Lesson 5, Learn, Analyze Observations

Original Text: New Content

Updated Text: The new text describes the pinwheel video activity that was added to the lesson.

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 68

Location: Lesson 5, Learn, Investigate and Define Speed

Original Text: New Content

Updated Text: Revise "Science Logbook (Lesson 5 Activity Guide)" to "Science Logbook (Lesson 5 Activity Guides B)"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 69

Location: Lesson 5, Learn, Investigate and Define Speed

Original Text: New Content

Updated Text: "Science Logbook (Lesson 5 Activity Guides B)"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 127

Location: Lessons 10-11 Overview, Standards Addressed, Content Standards

Original Text: New Content

Updated Text: Apply bold to "Plan and" and "and wagons."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 133

Location: Lesson 10, Learn, paragraph below inline Safety Note

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Original Text: New Content

Updated Text: Summary of new content added to address TEKS 3.7B: Students record their plan for a descriptive investigation about how to move a scooter board with an attached rope from a start line to finish line by changing its motion. Student investigation plans should include steps for pulling on the rope to move the scooter from one location to another while changing its motion (e.g., how to stop or start the scooter moving or move it faster and slower).

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 205

Location: Lesson 16, Learn, Interpret Data

Original Text: New Content

Updated Text: "What is the relationship between the structure of each material and the distance the marble travels?"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 268

Location: Lesson 22, Standards Addressed table

Original Text: New Content

Updated Text: In 3.4A, apply bold to "scientific discoveries and" and "science and".

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 273

Location: Lesson 22, Check for Understanding, TEKS Assessed box

Original Text: New Content

Updated Text: In 3.4A, apply bold to "scientific discoveries and" and "science and".

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 275

Location: Lesson 22, Learn, last paragraph before the Land section

Original Text: New Content

Updated Text: Insert new text as follows:

"Ask students to use what they learned about magnets to answer the questions in their Science Logbook (Lesson 22 Activity Guide). Invite students to share their responses with the class."

[Insert new Teacher Question.] "Over 2,000 years ago, humans made the scientific discovery that some types of rocks attract metals. How have past discoveries about magnetic forces affected society and our lives today?"

Sample student responses:

-Today we can use magnets to solve easy problems like holding papers on a refrigerator and really hard problems like moving an elevator sideways.

-Magnets can make people's lives better, like by making it easier for people who have trouble zipping their clothes."

[Insert new Teacher Question.] "Think about the magnet text you read. How do you think that using magnets to solve

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problems affected science?

Sample student responses:

-I think we can do more with science because once we figure out how to solve a problem using magnets, we can use what we learned to solve new problems.

-I think it has helped humans find new ways to protect the environment because the maglev train is better for the environment than normal trains.

[body text] Summarize that the class learned some of the ways that people on Earth use magnets to solve problems."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 293

Location: Learn, Imagine a Solution

Original Text: New Content

Updated Text: Replace "Why is the ceramic disc magnet able to hold more paper clips?" with "How does the structure of each magnet affect the number of paper clips that the magnet can hold?"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 293

Location: Learn, Imagine a Solution, Check for Understanding, TEKS Assessed box

Original Text: New Content

Updated Text: Insert the following standard above on its own row above 3.7A:

"3.5F Explain the relationship between the structure and function of objects, organisms, and systems."

[apply bold to "Explain the relationship between the structure and function of objects"]

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 293

Location: Learn, Imagine a Solution, Check for Understanding, Evidence box

Original Text: New Content

Updated Text: "Students use subtraction to identify the relationship (3.2C) between two types of magnets (3.5C) and determine that the stronger ceramic disc magnet is structured to attract more paper clips (3.5F, 3.7A)."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 326

Location: End-of-Module Assessment

Original Text: New Content

Updated Text: "Each object exerts a force in the system. Draw a line to connect each object to the force the object exerts."

"Object in the System".

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 326

Location: End-of-Module Assessment Sample

Original Text: New Content

Updated Text: "Each object exerts a force in the system. Draw a line to connect each object to the force the object exerts."

"Object in the System".

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 485

Location: Lesson 2, Learn, Define Thermal Energy

Original Text: New Content

Updated Text: Insert the following text:

"Direct students' attention to different objects around the classroom, and then ask students to provide examples of what could cause different objects to heat up.

Sample student responses:

-When a book gets left on the radiator, the book feels hot by the end of class.

-The desks that are closest to the window are warmer than the desks that are far away from the window.

- Light bulbs also give off heat. I can feel the heat when I put my hand near the lamp.

Acknowledge the variety of examples provided by students. Then confirm that there are many examples of thermal energy in students' daily lives, including hair dryers, clothes dryers, and convection ovens."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): iii

Location: Table of Contents, Forces and Motion

Original Text: New Content

Updated Text: Above "Lesson 5 Activity Guide", add a row with "Lesson 5 Activity Guide A: Create a Tree Map . . . .15"

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Science Logbook***

ISBN: 9798885885447

Current Page Number(s): iii

Location: Table of Contents, Forces and Motion

Original Text: New Content

Updated Text: "Lesson 5 Activity Guide B: Speed Investigation"; renumber pages accordingly.

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 38

Proclamation 2024: Report of New Content (10/24/2023)

Page 444 of 2091

Location: Lesson 2, Immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 291

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2990>)."

**Component: *Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 353

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2991>)."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 338

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2992>)."

**Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 577

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2993>)."

# Publisher: Houghton Mifflin Harcourt

## Science, Grade 3

### Program: *HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS*

#### Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): G3 Skills & Themes Bank (TEKS 3.1-3.5), p. 24

Location: Item 57, New Item after 56

Original Text: New Content

Updated Text: "Data shows that it takes Josie 22 minutes to get ready for school each morning. She likes to sleep in, so she is often late. Propose a solution to solve the problem of getting ready in 15 minutes or less. Which of the following might you propose? Select TWO correct answers.

- A. Josie should pre-tie her shoes each night.
- B. Josie should skip brushing her teeth to save 3 minutes each morning.
- C. Josie should get her supplies ready the day before, so she isn't rushing to pack her backpack each morning.
- D. Josie should pick out her clothes before bed each night, so she doesn't spend time choosing in the morning."

#### Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ELPS MiniLesson to go with TEKS 3.6.B (ELPS 1.A.i), p. 1

Location: first paragraph, head and last sentence.

Original Text: New Content

Updated Text: "Use Prior Knowledge

...Guide students to use prior knowledge about the different states of matter to help them understand the meaning of content words in English related to matter.

#### Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 2, Screen 2

Location: end of Materials List

Original Text: New Content

Updated Text: "• crayons"

#### Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Proclamation 2024: Report of New Content (10/24/2023)

Page 446 of 2091

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 2, Screen 3

Location: after Step 3

Original Text: New Content

Updated Text: "Step 4

Repeat this investigation with a melted crayon. Measure the temperature every 5 minutes for 20 minutes. Observe and record the change in the state of matter."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 2

Location: end of Materials List

Original Text: New Content

Updated Text: "• crayons"

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 3

Location: All Step Numbers

Original Text: New Content

Updated Text: "Step 5, Step 6, Step 7, Step 8, Step 10"

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 3

Location: after Step 7

Original Text: New Content

Updated Text: "Step 9

Repeat this investigation with a crayon. Ask your teacher for help placing the beaker with crayon on the hot plate. Measure the temperature every 30 seconds for 5 minutes. Observe and record the change in the state of matter."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Proclamation 2024: Report of New Content (10/24/2023)

Page 447 of 2091

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 3

Location: Do the Math

Original Text: New Content

Updated Text: "Do the Math Construct a bar graph using the data that you have collected for the water."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 5, Screen 2

Location: Image Gallery

Original Text: New Content

Updated Text: New image of lit, horizontal candle with dripping, melted wax. Caption, "As it burns, the wax of a candle melts into a liquid."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 5, Screen 2

Location: Image Gallery

Original Text: New Content

Updated Text: New image of lit candle with wax around it that was clearly melted and then solidified after moving away from the flame. Caption, "As it cools, the wax of a candle hardens to a solid."

**Component: *HMH Into Science Texas Teacher License Digital Grade 3***

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ELPS MiniLesson to go with TEKS 3.7.A (ELPS 1.A.i), p. 1

Location: first paragraph, head and last sentence

Original Text: New Content

Updated Text: "Use Prior Knowledge

...Guide students to use prior knowledge about forces to help them understand the meaning of content words in English related to forces."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Proclamation 2024: Report of New Content (10/24/2023)

Page 448 of 2091



Current Page Number(s): TEKS Lesson 3.7.B, add new screen after Day 5, Screen 1

Location: new full screen

Original Text: New Content

Updated Text: "Plan and Conduct a Descriptive Investigation

Look at the picture. Think about what you know about pushes and pulls."

[image of person with soccer ball]

"Plan a descriptive investigation to demonstrate how position and motion can be changed with pushes and pulls. In your investigation, use an object, such as a pencil or eraser, to show:

- how the position of an object can be changed by a push
- how the position of an object can be changed by a pull
- how the motion of an object can be changed by a push
- how the motion of an object can be changed by a pull

Conduct your investigation. Be sure to collect data and record your observations. Describe what you see and anything you learned that you did not already know."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.9.A, Day 2, Screen 7

Location: Drawing interactivity, prompt

Original Text: New Content

Updated Text: "Identify the patterns from your activity to explain the revolution of the moon and Earth. Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Current Page Number(s): TEKS Lesson 3.9.B, add new screen after Day 4, Screen 2

Location: new full screen

Original Text: New Content

Updated Text: "Work with a group to communicate explanations in a variety of formats. Explain how each career you researched is related to space exploration. Explain how the careers work with science, technology, engineering, and math. Your group can write a report, make a poster, or make a presentation to communicate explanations."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.10.C, Day 5, Screen 3

Location: Step 4

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 449 of 2091

Updated Text: "Communicate your solution individually in a variety of settings and formats. You may choose to share your solution with a partner at your desk or present it in front of the class. You can communicate your solution using your sketch or by writing a short description."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.10.C, Day 6, Screen 3

Location: Step 9

Original Text: New Content

Updated Text: "Build your redesigned model. Then test it. Work with your partner to communicate your solution in a variety of settings. You can share it with another group, with the whole class, or with another class at your school."

**Component: *HMH Into Science Texas Student License Digital Grade 3***

ISBN: 9780358859734

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Day 3, Screen 4

Location: Do the Math, Sentence 1

Original Text: New Content

Updated Text: "Use your data table to make a line graph...Then, using your line graph, use addition or subtraction to identify a pattern shown in your data. ... If the deer population did well and had their needs met, they thrived. If the deer population died out, the deer perished."

**Component: *HMH Into Science Texas Teacher License Digital Grade 3***

ISBN: 9780358860211

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): ELPS MiniLesson to go with TEKS 3.12.D (ELPS 1.A.i), p. 1

Location: first paragraph, lines 7–8

Original Text: New Content

Updated Text: "Guide students to use prior knowledge about dinosaurs to help them understand the meaning of content words in English related to fossils."

**Component: *HMH Into Science Texas Teacher License Digital Grade 3***

ISBN: 9780358860211

Current Page Number(s): Grade 3 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 450 of 2091

Updated Text: The "Learning Journey" for Grade 3 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component:** *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

## **Publisher: McGraw Hill**

### **Science, Grade 3**

**Program:** *McGraw Hill Texas Science, Grade 3: TEKS*

**Component:** *McGraw Hill Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265517908

Current Page Number(s): 10

Location: Below EB/EL Promote Multilingualism and text

Original Text: New Content

Updated Text: Connect to the Chapter Question Students will revisit the chapter question throughout the chapter and lessons. Brainstorm different science tools they have used in the past.

**Component:** *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component:** *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 451 of 2091

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: G3 Pacing Guide

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Proclamation 2024: Report of New Content (10/24/2023)

Page 452 of 2091

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: *Texas Science, Grade 3 Teacher Edition***

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

## **Publisher: Savvas Learning**

### **Science, Grade 3**

#### **Program: *Texas Experience Science Grade 3 (Print with digital): TEKS***

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Proclamation 2024: Report of New Content (10/24/2023)

Page 453 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

Updated Text: In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion. As you progress through the topic, connect the activities back to Topic 1, Matter. Students can apply what they learned in Topic 1 about magnetism as a property of matter (TEKS 3.6A) to what they learn about magnetism as a noncontact force in Topic 2.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Proclamation 2024: Report of New Content (10/24/2023)

Page 454 of 2091

Current Page Number(s): 110

Location: Topic 5 Overview, Preview the Topic

Original Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation.

Updated Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation. As you progress through the topic, connect the activities back to Topic 4, Earth and Space. Students can deepen their understanding of Earth as a planet in relation to the sun, moon, and other planets (TEKS 3.9A, 3.9B) from Topic 4 to what they learn in Topic 5 about patterns on Earth.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms.

Updated Text: In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms. As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned in Topic 6 about how temperature and precipitation can affect animal migration and behavior and plant responses (TEKS 3.12A) to what they learn about life cycles in Topic 7. They can also start to connect what they are learning in Topic 7 about external structures and functions to what they learned in Topic 6 about food chains (TEKS 3.12B) and why organisms are more likely thrive or perish when natural changes occur to an environment (TEKS 3.12C).

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Proclamation 2024: Report of New Content (10/24/2023)

Page 456 of 2091



Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 71

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 119

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 199

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 72

Proclamation 2024: Report of New Content (10/24/2023)

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Location: STEAM Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 120

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 200

Location: STEAM Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand.

Updated Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 73

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text.

Updated Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 123

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: WEATHER

Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WEATHER

Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

[Box] Targeted Instruction

If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Use two thermometers to record the temperature outside in a sunny spot and a shady spot. Another option is to measure the temperature in the classroom—try a location close to the window and another location away from the window. Ask How do the temperatures compare? Sample answer: The temperature is higher in the sun and lower in the shade/away from the window.
- Make a simple rain gauge by taping a ruler into a cup and a ruler. Set the rain gauge outside on a rainy day to see how much rain falls.
- Make a wind vane by attaching a paper arrowhead and tail to the ends of straw. Push a pin through the straw into the eraser of an unsharpened pencil. Make sure it spins freely. Use clay to attach the wind vane to an outside location and observe the wind.

Have students compare and describe their weather measurements with weather measurements in another location.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 203

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Have students work in pairs to tape their thumb to their palm. Have students try to complete simple tasks such as writing with a pencil, tying a shoelace, turning pages of a book, etc. Discuss the function of our thumb and the structure of our hands. Connect this to the STEAM Station. Safety Make sure students do not force their thumbs into a painful position. • Provide a medium-sized container of water. Students will spread their fingers and slide them through the water. Then students should keep their fingers close together and slide through the water again. Notice that when the fingers are closer together, the hand can move more water than when the fingers are separated. Tell students this is similar to how webbed feet help ducks. Safety Wipe up any spills immediately. Ask How do webbed feet help ducks survive in their environment? Sample answer: Webbed feet help ducks glide through the water more easily.

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Topic 5 Topic Readiness Test (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Adapting to Changes - Presentation - see link

ESS24\_TopicAct\_G3\_adaptchg.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Adapting to Changes - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Adapting to Changes - Activity Sheet AK - see link

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**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Altering the Environment - Presentation - see link

ESS24\_TopicAct\_G3\_alterenv.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Altering the Environment - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Altering the Environment - Activity Sheet AK - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Choose Playground Equipment - Presentation - see link

ESS24\_TopicAct\_G3\_chplayeq.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Choose Playground Equipment - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Choose Playground Equipment - Activity Sheet AK - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Improving Communication - Presentation - see link

ESS24\_TopicAct\_G3\_imprcomm.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Improving Communication - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Improving Communication - Activity Sheet AK - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Natural Resources and Conservation - Presentation - see link

ESS24\_TopicAct\_G3\_ntrescon.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Natural Resources and Conservation - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Natural Resources and Conservation - Activity Sheet AK - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

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Updated Text: Space Exploration Timeline - Presentation - see link

ESS24\_TopicAct\_G3\_spcepxtl.pptx

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Space Exploration Timeline - Activity Sheet SE - see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Space Exploration Timeline - Activity Sheet AK - see link

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 39

Location: Teacher Guide page 39, Topic 2 Overview, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 40

Location: Teacher Guide, page 40, Topic Planner, ELAR/Math TEKS row

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Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 191

Location: Teacher Guide, page 191, Topic 7 Overview, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 192

Location: Teacher Guide, page 192, Topic 7 Planner, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 18

Location: Topic 3, Experience 2 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

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**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 18

Location: Topic 5, Experience 4 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Topic 7, Experience 1 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 3, your student will be introduced to topics in physical, earth, and life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

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Updated Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed content and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 3, your student will be introduced to topics in physical, earth, and life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 61

Location: New Content

Original Text: New Content

Updated Text: **Spiraling Content**

To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 149

Location: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: **Spiraling Content**

To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 213

Location: Topic 7 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: **Spiraling Content**

To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

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**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): Page 121

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): Page 201

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): Page 75

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: ENERGY

Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ENERGY

Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students

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mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

[Box] Targeted Instruction

If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Invite students to act out forms of energy they have used today. Challenge students to identify the form of energy their classmate is acting out. What evidence are they using for their guess?
- Have students identify objects that have more/less thermal energy in comparison to other objects. For example, an ice cube has less thermal energy than a warm mug of milk.

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test Remediation (see link for contents)

<https://media.pk12ls.com/curriculum/science/texas2025/grade3/Grade%203,%20T1%20Readiness%20Test%20Remediation.pdf>

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test Remediation (see link for contents)

<https://media.pk12ls.com/curriculum/science/texas2025/grade3/Grade%203,%20T5%20Readiness%20Test%20Remediation.pdf>

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Correlation to the Social Studies Grade 3 Classroom Grade 3 Texas Knowledge and Skills Social Studies see link

TXSCI\_TEKS\_G3\_SS\_Correlation.pdf

**Component: *Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz

PROPERTIES OF MATTER

Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 19

Location: Made change to Evaluate, minor column to address TRR response

Original Text: New Content

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Updated Text:

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

Have a student volunteer to blow up a balloon. Pass the blown-up balloon around for observation. Invite students to discuss what is taking up space inside the balloon.

Give students an index cards and paper clips to observe. Have a discussion about the physical properties of the two items. Ask students to predict if the index card or paper clip are magnetic. Have students use a magnet to test if the items are magnetic. Ask students if an index card or a paper clip are light or heavy for their size. Have students test if each item will float or sink in water.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 27

Location: Made change to Evaluate; Quiz to address TRR response

Original Text: New Content

Updated Text: SOLIDS, LIQUIDS, AND GASES

Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 27

Location: Made changes to Evaluate, minor column to address TRR response

Original Text: New Content

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 33

Location: Made change to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text to better understand the information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 35

Location: Made change to Evaluate; Quiz to address TRR response.

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Original Text: New Content

Updated Text: QUIZ

COMBINED MATERIALS

Students answer questions about combined materials by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 35

Location: Made change to Evaluate, minor column to address TRR response

Original Text: New Content

Updated Text:

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: Pass around objects made of different materials (wood, plastic, fabric, metal, rubber, cardboard, paper) for students to observe. Have a discussion about the purpose of each object and how the properties of each material make it a good fit for its purpose. Have students choose an object in the room and discuss why that object might be made of certain materials. Consider objects with contrasting requirements, such as light or heavy, soft or hard, warm or cool, etc.

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 81

Location: New content to address TRR rubric feedback. Topic 3, Experience 2, Guide Student Thinking

Original Text: New Content

Updated Text: Have students use the title of the Read About It, Mechanical Energy, to generate questions about what they want to know about this topic. Encourage students to continue generating questions during and after reading to deepen understanding and to gain information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

**Component: *Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 187

Location: New content to address TRR rubric feedback. Topic 6, Experience 4, Evaluate, minor column

Original Text: New Content

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out: (bullet)Have students draw a picture of a living plant or animal. Then students should draw a diagram showing what that plant or animal might look like as a fossil. Encourage students to use the traits of the plant or animal to leave fossil clues.

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(bullet) Explain to students that dinosaur eggs and nests can also be fossilized. Ask students what kind of information a scientist might get from finding a fossilized nest of dinosaur eggs. Then ask them what else they think they might find near the nest. Have students draw a diagram to show what they think the nest looked like when the dinosaurs were alive.

## **Publisher: Studies Weekly**

### **Science, Grade 3**

#### **Program: *Texas Science Studies Weekly: Third Grade: TEKS***

**Component: *Texas Science Studies Weekly: 3 Grade Teacher Edition with Online Access***

ISBN: 9781649783806TE

Current Page Number(s): 1-2

Location: (\*\*\*)This printable is used across Grades 3-5.)

Printable: Studies Weekly Online, Unit 1 Week 3, Activity 4, "How to Organize Data"

Original Text: (no Tree Map or description)

Concept Map

Shows branching observations or ideas from a central topic/idea.

Venn Diagram

Juneteenth

Celebrates the freeing of all enslaved people

Borderfest

Celebrates a different culture each year.

Shows observations in similarities and differences.

Updated Text: (\*\*\*) This update text also affects to grades 3-5 using the same printable. Change was based on SRP Feedback for third and fifth grade)

(added Tree Map with Description)

Tree Map

Rock Types

Igneous Sedimentary Metamorphic

Concept Map

A concept map is similar to a tree map. Both organize ideas starting with more general ideas, then branching out into more specific concepts.

(changed venn diagram text to science content)

**Component: *Texas Science Studies Weekly: 3 Grade Teacher Edition with Online Access***

ISBN: 9781649783806TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

### 1. **Experience Together**

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like “What do you think causes this?” Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

### 2. **Explore Together**

Explore the unit content, including the activities, articles, and “TEKS Explained” articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you’ll be able to read through their answers. Encourage them to discuss and explain their ideas.

### 3. **Learn Together**

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

### 4. **Review Together**

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

### 5. **Play Together**

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

**Component: *Texas Science Studies Weekly: 3 Grade Teacher Edition with Online Access***

ISBN: 9781649783806TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

1 Preparation

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Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

## 2 Accommodations

Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

## 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

## 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a "Testing" sign on your classroom door to help promote a distraction-free zone. Prompt students to remain seated while you pass out and collect testing materials. Provide additional instructional activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

## 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed. If students request help relating to the assessment's content, respond neutrally with, "I can't answer that for you; just do your best." Provide any and all technical assistance necessary during electronic assessments.

## 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga®. This is a research-based<sup>1</sup> practice that has positive impacts on working memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage

parents and students to prepare for testing with a good night's sleep and protein-rich breakfast.

1Thomas, Joseph Ivin and Venkatesh D, "A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function," National Journal Physiology, Pharmacy and Pharmacology, vol. 7, issue 9, June 26, 2017.

<https://njppp.com/fulltext/28-1490682875.pdf>

## **Publisher: Summit K12 Holdings**

### **Science, Grade 3**

#### **Program: *Dynamic Science 3rd Grade: TEKS***

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Third Grade TEKS Lesson Guide.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Engineering Design Challenge Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Third Grade TEKS.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Engineering Design Challenge Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Third Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Third Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.



**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180256

Location: ELPS document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Third Grade TEKS.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180249

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180249

Link to Current Content:

[View Current Content](#)

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science Third Grade***

ISBN: 9781616180249

Link to Current Content:

[View Current Content](#)

Location: TEKS-SEPs-RTCs Crosswalk

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

## **Publisher: TPS Publishing**

### **Science, Grade 3**

#### **Program: *STEAM into Science - Grade 3 Edition: TEKS***

**Component: *Student Textbook - Grade 3 Science***

ISBN: 9781788057592

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 21

Location: Directions, paragraph 2

Original Text: New Content

Updated Text: You have been shown how to create each of the following entries in your graphic organizer. For each of the stations (listed above) create one of the graphic organizers (listed below) when collecting your data. Ensure you take time to construct, and understand the use of, each graphic organizer. Once complete, choose one approach and explain why it is the best approach to show the information.

**Component: *Student Textbook - Grade 3 Science***

ISBN: 9781788057592

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 221

Location: Under the table

Original Text: New Content

Updated Text: Take the data you have collected in the table above and represent it using a concept map format. It is important to practice constructing various types of graphic organizer so that you can understand their uses and benefits; ensuring you select the correct one in different situations.

**Component: *Student Textbook - Grade 3 Science***

ISBN: 9781788057592

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 294

Location: Bottom of page

Original Text: New Content

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Updated Text: When developing, discussing and organizing solutions such as the those listed above, it is important for all involved to be able to communicate effectively with those around them. This may mean working as a team or working individually. For example, one person may be responsible for advertising for help. They would need to be able to work on their own to produce various ways of getting in touch with people, such as posters, radio interviews, reports, leaflets and presentations. They would also need to be able to provide information in different settings such as schools, workplaces, community buildings etc.

**Component: *Student Textbook - Grade 3 Science***

ISBN: 9781788057592

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Page 340

Location: Bottom of page

Original Text: New Content

Updated Text: After evaluating your solutions, make any changes to your plans. Work on your own to create a presentation of your solutions. You should include different formats in your presentation, such as drawings, concept maps, digital support. You may be selected, by your teacher, to present in other settings such as to another class, parents/guardians or members of the community.

**Component: *Student Textbook - Grade 3 Science***

ISBN: 9781788057592

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Page 91

Location: At the end

Original Text: New Content

Updated Text: We can conduct descriptive investigations to show, and explain, how position and motion can be changed by pushing and pulling objects. You can do this easily in your classroom. You can watch your teacher as they push the classroom door closed. You can describe how the position of the door changes by being pushed. You can describe how the motion of the door changes by being pushed. You can watch your teacher as they pull the classroom door open. You can describe how the position of the door changes by being pulled. You can describe how the motion of the door changes by being pulled. Once you have observed this happening, you can describe and explain what you have observed.

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 3 -

[https://docs.google.com/spreadsheets/d/15knonm1ovY6DqkONuLvwPeFOwC5U1q\\_o/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/15knonm1ovY6DqkONuLvwPeFOwC5U1q_o/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 3 - <https://docs.google.com/spreadsheets/d/1gyvFLgpbCtJISukfzdbQULePJR-B4YzR/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 3 -

<https://drive.google.com/file/d/1o52OJIOkyJk0ut5OfrHxFLi3VIY7FH32/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 3 -

[https://docs.google.com/spreadsheets/d/1Ejx3CUxc3iq5nuDCt\\_-TIX86Em\\_L\\_s3p/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1Ejx3CUxc3iq5nuDCt_-TIX86Em_L_s3p/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

## **Publisher: Argument-Driven Inquiry, LLC**

### **Science, Grade 4**

**Program: *Texas ADI Learning Hub for Science, 4th Grade: TEKS***

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Proclamation 2024: Report of New Content (10/24/2023)

Page 485 of 2091

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added core ideas, practices, and recurring themes overview to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is at the top of the first page.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added mastery requirements for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Mastery Requirements."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added summary of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 486 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added detailed explanation of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Explanation of the phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on how this investigation supports the continued learning progression of students to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Learning Progression Within this Course."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added core ideas, practices, and recurring themes overview to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password

Proclamation 2024: Report of New Content (10/24/2023)

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is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is at the top of the first page.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added mastery requirements for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Mastery Requirements."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added summary of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added detailed explanation of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Explanation of the phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Page 488 of 2091



Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on how this investigation supports the continued learning progression of students to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Learning Progression Within this Course."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added core ideas, practices, and recurring themes overview to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is at the top of the first page.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 489 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added mastery requirements for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Mastery Requirements."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added summary of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added detailed explanation of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Explanation of the phenomenon."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on how this investigation supports the continued learning progression of students to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into

Proclamation 2024: Report of New Content (10/24/2023)

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ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Learning Progression Within this Course."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added core ideas, practices, and recurring themes overview to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is at the top of the first page.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added mastery requirements for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Mastery Requirements."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): N/A

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Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

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Current Page Number(s): N/A

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Current Page Number(s): N/A

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Adding Water to Other Liquids (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Adding Water to Other Liquids (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

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- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ice and Bumpy Roads (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles

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- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

Location: Ice and Bumpy Roads (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

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- Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

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Current Page Number(s): N/A

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Original Text: New Content

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Differences in Duration of Daylight, Materials and Preparation Document, Safety Considerations Section

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Current Page Number(s): N/A

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Current Page Number(s): N/A

Location: Unknown Powder Identification, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

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Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-Latex Gloves
- Lab Coat/Apron
- Goggles

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area
- Students should always wear safety goggles and lab coats/aprons when particulates are present in the work area (sand, powder, etc.)
- Iodine is a hazardous substance that may cause burns when ingested, inhaled, or upon contact with eyes and skin.

Refer to the SDS link provided to familiarize yourself with proper first aid measures:

<http://complyplus.grainger.com/granger/msds.asp?sheetid=4245800>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Iodine is a hazardous material. Besides acute toxicity risks, it is also hazardous to aquatic environment. Store in well-ventilated place, keep container tightly closed. Store locked up. Do not dispose down drain. Store in sealed, labeled plastic container and contact local Waste Management for disposal instructions.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Unknown Powder Identification, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-Latex Gloves
- Lab Coat/Apron
- Goggles

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area
- Students should always wear safety goggles and lab coats/aprons when particulates are present in the work area (sand, powder, etc.)
- Iodine is a hazardous substance that may cause burns when ingested, inhaled, or upon contact with eyes and skin.

Refer to the SDS link provided to familiarize yourself with proper first aid measures:

<http://complyplus.grainger.com/granger/msds.asp?sheetid=4245800>

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Unknown Powder Identification, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Iodine is a hazardous material. Besides acute toxicity risks, it is also hazardous to aquatic environment. Store in well-ventilated place, keep container tightly closed. Store locked up. Do not dispose down drain. Store in sealed, labeled plastic container and contact local Waste Management for disposal instructions.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so

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students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phases, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-Latex Gloves
- Lab Coat/Apron
- Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phases, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your

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school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phases, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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- Non-Latex Gloves
- Lab Coat/Apron
- Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phases, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables.

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The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Billiards Break Speed, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Fallen Marbles may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Billiards Break Speed, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For

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this investigation, we also suggest

- Be sure to pick up all marbles and return to supply area.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Billiards Break Speed, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Fallen Marbles may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Billiards Break Speed, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

Proclamation 2024: Report of New Content (10/24/2023)

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- Be sure to pick up all marbles and return to supply area.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Pepper Defense, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Pepper Defense, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Pepper Defense, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Pepper Defense, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables.

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The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Exposed Tree Roots, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Exposed Tree Roots, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Exposed Tree Roots, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

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- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

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Current Page Number(s): N/A

Location: Exposed Tree Roots, Materials and Preparation Document, Clean Up Section

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Heating Water with Water (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron
- Insulated Gloves

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Heating Water with Water (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Heating Water with Water (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron
- Insulated Gloves

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards

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can be found using the following link:

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**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Heating Water with Water (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plant Growth (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

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- Seeds: follow handling instructions from supplier.
- Water Beads: are a non-hazardous material. Refer to the SDS link provided to familiarize yourself with first aid measures [https://www.flinnsci.com/sds\\_363.51-water-marbles/sds\\_363.51/](https://www.flinnsci.com/sds_363.51-water-marbles/sds_363.51/)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plant Growth (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plant Growth (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Seeds: follow handling instructions from supplier.
- Water Beads: are a non-hazardous material. Refer to the SDS link provided to familiarize yourself with first aid measures [https://www.flinnsci.com/sds\\_363.51-water-marbles/sds\\_363.51/](https://www.flinnsci.com/sds_363.51-water-marbles/sds_363.51/)

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plant Growth (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

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- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

Location: Winner! Winner! Hot Dinner! (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles
- Lab Cat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Winner! Winner! Hot Dinner! (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Winner! Winner! Hot Dinner! (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles
- Lab Cat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Winner! Winner! Hot Dinner! (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables.

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The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Storm Surge Protection EDC (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)
- 

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Storm Surge Protection EDC (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Storm Surge Protection EDC (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)
- 

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Storm Surge Protection EDC (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Gloves
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Although dyes/food coloring are not hazardous materials, they should still be handled with care. Dyes may stain clothing. In event of contact with eye, rinse eyes at eye wash station for 15 minutes. Refer to the following SDS to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_843-vegetable-food-](https://www.flinnsci.com/sds_843-vegetable-food-)

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[dyes/sds\\_843/](#)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.
- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Gloves

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- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Although dyes/food coloring are not hazardous materials, they should still be handled with care. Dyes may stain clothing. In event of contact with eye, rinse eyes at eye wash station for 15 minutes. Refer to the following SDS to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_843-vegetable-food-dyes/sds\\_843/](https://www.flinnsci.com/sds_843-vegetable-food-dyes/sds_843/)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.
- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: The Power of Wind (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: The Power of Wind (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: The Power of Wind (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is

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important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: The Power of Wind (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Mouth of the Mississippi (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Mouth of the Mississippi (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Mouth of the Mississippi (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

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- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Mouth of the Mississippi (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity? (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves

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Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.
- Magnets may present a pinch hazard. Instruct students not to place body parts between magnets.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Magnets: Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity? (Materials and Preparation, Section: Safety Considerations)

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Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.
- Magnets may present a pinch hazard. Instruct students not to place body parts between magnets.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity? (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Magnets: Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Recession of Glaciers (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Recession of Glaciers (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Recession of Glaciers (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Recession of Glaciers (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC) (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC) (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC) (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC) (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Conservation of Matter and Volume (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Conservation of Matter and Volume (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Conservation of Matter and Volume (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Conservation of Matter and Volume (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Animal Diversity on School Grounds (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Account for all supplies before returning to the classroom.
- Upon returning to the classroom, all students should wash their hands thoroughly with soap and water.
- Return all supplies to their designated storage spaces.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Animal Diversity on School Grounds (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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- Upon returning to the classroom, all students should wash their hands thoroughly with soap and water.
- Return all supplies to their designated storage spaces.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water in the Desert (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water in the Desert (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water in the Desert (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

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- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water in the Desert (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Energy Transferred by Sound (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Fallen materials or spills may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any spills immediately.

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Energy Transferred by Sound (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Thoroughly inspect the ground near work areas to ensure any fallen materials or spills have been cleaned up

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Energy Transferred by Sound (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

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Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Fallen materials or spills may present a trip/slip hazard. Instruct students to be careful to confine materials to the

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work area and tread with care when these materials are present, and to clean up any spills immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Energy Transferred by Sound (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ammonite Environment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Arch in Desert

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Arctic Marine Food Web

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Beach Rocks

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Arctic Marine Food Web 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Bean Plant

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Boats in a Storm

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Bowling Pins

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Cans

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Choose a Method

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Clean Camp

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Coal Burning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Coal Power

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Dust Storm

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Falling Pins

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Food Chain

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Fossils Found

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Frayed Wire

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Glacier Movement

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Gram or Kilogram

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Toaster

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Horse Blanket

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: House Plants

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Icy Rock

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Lake Food Web

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Leaf Structure

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Magnetic Attraction

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Marine Food Web

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Mixture or Solution?

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phase Pattern 1

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Phase Pattern 2

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Sequence 1

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Moon Sequence 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Wind Farm

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ocean Water Sample

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Oil Drill

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Oil Power

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Patterns of Seasons 1

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Patterns of Seasons 2

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plastic Casing

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Power of Liquid Water

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Rock the Boat

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Root Function

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Salt, Vinegar, and Oil

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sea Arch

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sequence of Seasons 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment



**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sequence of Seasons 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sink or Float

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Solar Panel

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sound Energy

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Sun in the Water Cycle

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Temperature and the State of Matter

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: The Sun and the Food Web

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Tiger Traits

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Seedlings

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Cycle 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Cycle 2

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Cycle 3

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water Cycle 4

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Waxy Leaf

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Weather or Climate?

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Water for Plants

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Which One is Important?

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Wind Farm

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Wind Power

Link to Updated Content:

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Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Wrecking Ball

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Assessment

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

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- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.6A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.6B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.6C

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.6A



**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.8B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.8A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.11A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.11C

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.10B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.9A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.9B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.10C

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Summative assessment for student expectations 4.11A, 4.9B, 4.10B, 4.11B, 4.9A, 4.10C

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.10A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.12A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.12B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.12C

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.13A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.13B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Summative assessment for student expectations 4.13B, 4.13A

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.4B

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: Added Educative assessment for student expectation 4.7

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the

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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

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Proclamation 2024: Report of New Content (10/24/2023)

Page 623 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Page 625 of 2091

Link to Updated Content:

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
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Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL[shttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!)

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

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Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 636 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

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Original Text: New Content

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Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 642 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons  
Make sure to sign into ADI Review Site before clicking URL  
<https://adilearninghub.com/advanced-search/v3/login>  
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons  
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Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan  
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Password ADITEARev2024!

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 643 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 644 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 645 of 2091

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 646 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 647 of 2091

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Proclamation 2024: Report of New Content (10/24/2023)

Page 649 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Proclamation 2024: Report of New Content (10/24/2023)

Page 650 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 654 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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[View Updated Content](#)

Original Text: New Content

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Page 667 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this



stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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### [View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

### [View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

### [View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 683 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 684 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.



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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

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Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
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3. Managing the class for those students who finish early

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

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Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 706 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 708 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL[shttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL[shttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!)

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL[shttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

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Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 718 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 719 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 725 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Proclamation 2024: Report of New Content (10/24/2023)

Page 726 of 2091

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 727 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 729 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Original Text: New Content

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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Page 733 of 2091

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Page 734 of 2091

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 735 of 2091

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content



Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
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**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 737 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 739 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Original Text: New Content

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Original Text: New Content

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

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Current Page Number(s): N/A

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 745 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 746 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 747 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 748 of 2091

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 749 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 750 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this

stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 756 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 4th Grade**

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 769 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 770 of 2091

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier

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in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons  
Make sure to sign into ADI Review Site before clicking URL  
<https://adilearninghub.com/advanced-search/v3/login>  
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Properties of Matter Summative Assessment"

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Forces Educative Assessment"

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

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Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Force, Motion, and Energy Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Organisms and Environments Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "STEM Careers Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 2 of Updated Teacher Implementation Guide

Location: Page 2 of Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Introduction to the Teacher Implementation Guide. The new text is 3 paragraphs in length, all on page 2.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 11 of the updated Teacher Implementation Guide

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Location: Page 11 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Included a subsection titled "The Role of the Teacher." This section includes 2 paragraphs, all on the bottom of page 11.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: First full paragraph of the page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The third activity of this stage is important because students' prior knowledge and experiences related to the phenomenon or problem should always be used as a starting point for student sense-making. The development of initial models on their own helps to make each individual student's ideas visible so teachers can learn more about each student's thinking. With this information the teacher can make modification to the lesson as needed and, most importantly, leverage the prior knowledge and experiences of the students in their classes as a useful tool for figuring why something happens in the world around them or to develop a solution to the problem. The generation of a list of "things we need to learn more about" also help student identify gaps in their understand and create a desire to learn.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: Hints for the Task Stage box. Hint 6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 6. Activities such as (a) introducing a phenomenon, (b) making the guiding question of the investigation explicit, and (c) eliciting students' current ideas about why or how the phenomenon occurs are designed to help students comprehend more of what they read during later stages of the investigation. These activities also encourage students to be active readers who engage with a text on a deeper level because they create a need for student to read to learn and provides them with a framework for making sense of the information found in the text.

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ISBN: 9798987754818

Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Hints for the Do Stage box. Hint 4

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: 4. For groups that finish collecting and analyzing data early, you can use the questions posted to the Wonder Wall you created during the Task stage as an extension activity. Students can choose a second question to investigate while their classmates are still working on the guiding question of the investigation.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Changes begin with the last paragraph on p. 21. This paragraph begins with the sentence "Each group of students creates a draft argument..." The new content continues until the last paragraph of page 23.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content expands on the Share stage of an ADI investigation. The new content:

1. Provides more information on the nature of a scientific argument
2. Provides information on the role of claims, evidence, reasoning, and justification in the ADI instructional model.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): Page 29 of the updated Teacher Implementation Guide

Location: Hints for the Share Stage box. Hint 7

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7. If you choose to provide time for students to collect additional data in response to peer feedback, some students may not feel the need to collect more data. For these students, you can use the questions posted to the Wonder Wall during the Task stage as an extension activity. These students can pick a question from the Wonder Wall and collect data to answer the additional question.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): Page 38 of the updated Teacher Implementation Guide

Location: Hints for the Report Stage box. Hint 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7. For those groups who may respond to a more challenging learning experience, you can use the advanced Peer Review Guide included as an appendix. This additional Peer Review Guide increases the rigor of what counts as quality in science by including additional topics for consideration. For example, students are asked to provide

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feedback regarding the use of symbols are part of an argument. When using the advanced Peer Review Guide, make sure that both the author of the report and the students reviewing the report are ready for the additional challenge.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 40-41 of the updated Teacher Implementation Guide

Location: Section titled "Supports for Implementing Investigations."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content includes an introductory paragraph to the section and 3 subsections. The subsections are titled:

1. Investigation Information and Standards Alignment Document
2. Materials and Preparation Document
3. Lesson Plans and Tips for Teaching

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 41-48 of the updated Teacher Implementation Guide

Location: Section Titled "Differentiation of Instruction for Students with Different Needs."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new section on differentiation of instruction. The section begins on page 41 and ends on page 48, This content was added in response to feedback during the Texas Resource Review. The section on differentiation includes the following five subsections:

1. Meaningful, Rigorous, and Equitable by Design (p. 41-42)
2. Modification to instructional materials (p. 42-43)
3. Accommodation Embedded into the Instructional Materials (p. 43-44)
4. Additional Accommodations (p. 44-45)
5. Supporting Emerging Multilingual Students (p. 45-48)

The subsection on supporting emerging multilingual students provides information on accommodating students in each of the 4 domains of English Language Proficiency at each level of proficiency, as defined by the ELPS.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 48-51 of the updated Teacher Implementation Guide

Location: Section titled "Creating a Safer Learning Environment for Investigations and Design Challenges"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Added a new section on classroom safety. The section begins on page 48 of the updated Teacher Implementation Guide and ends on page 51. This section was added in response to feedback during the Texas Resource Review. The section on classroom safety includes the following four subsections:

1. The Physical Environment
2. The Proper Use of Personal Protective Equipment
3. The Creation of Classroom Rules and Procedures
4. Cleaning Up after an Investigation or Design Challenge

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 54 of the updated Teacher Implementation Guide

Location: The text under the heading "Mid-Unit Educative Assessments" at the bottom of p. 54.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a section on the mid-unit educative assessments added in response to feedback during the Texas Resources Review. The updated content includes:

1. Text on the role of educative assessments in the program
2. A table providing guidance to teachers on how to adjust instruction in light of the midunit educative assessments

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: First sub-section the page, titled "End of Unit Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added section on the end of unit assessments added in response to feedback during the Texas Resource Review.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: Bottom of page 59 under heading "Consistent Administration of Formal Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: It is important to administer the Mid-Unit Educative Assessments and end of unit Summative Assessments in a fair and consistent manner. To ensure teachers do so, we have embedded teacher notes into the Learning Hub on how to administer each assessment. Following these teacher notes will ensure that each assessment is administered in the same way to all students. In the next section, we also provide details on how to assign Q&A assessments, Mid-Unit

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Educative Assessments, and end of unit Summative Assessments.

When assigning any assessments, teachers must be mindful of any required accommodations for students with different needs. The assessment system can be configured to provide additional time or other supports for students that are entitled to such accommodations. Upon assigning an assessment to a class, the teacher can then change the due date for students in accordance with any time requirements. The immersive reader is also embedded into the assessments, so students can utilize the language functions if needed.

In general, we suggest that when administering assessments, teachers should always defer to any district or school rules. Teachers must follow any required accommodations for an individual student.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Page 60 of the updated Teacher Implementation Guide

Location: Top of page 60, the section titled "Fostering Connections between Home and School."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a section on how to foster connections between home and school. This section begins on page 60 and ends on page 62 of the updated Teacher Implementation Guide. Content was added in response to feedback during the Texas Resource Review. The section of fostering connections between home and school includes the following two subsections:

1. Parent or Caregiver Letter
2. Meetings with Parents or Caregivers

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 101-103 of the updated Teacher Implementation Guide.

Location: Text and table under the heading "Assessment Verification"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a table to verify the assessment of each TEKS. This section begins on page 101 and ends on page 103 of the updated Teacher Implementation Guide. The new content includes:

1. A table listing each student expectation in the TEKS as well as the investigations, educative assessments and summative assessments where the student expectation is assessed
2. Text providing context for the table.

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 104-106 of the updated Teacher Implementation Guide

Location: Text and table under the heading "Pacing."

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a pacing guide to provide more explicit guidance on the instructional calendar. Added content begins on page 104 and ends on page 106. Content was added in response to feedback from the Texas Resource Review. The additional content includes:

1. Table listing each activity and the number of instructional days needed to complete each activity under a 180 day, 150 day and 120 day calendar.
2. Guidance for how to break up each investigation or design challenge over multiple days
3. Text providing content for the tables

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 108-111 of the updated Teacher Implementation Guide

Location: List of references under the heading "References."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated reference list to reflect changes made throughout the Teacher Implementation Guide

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 114-121 of the updated Teacher Implementation Guide

Location: Series of graphic organizers after the title page "Appendix 2: Additional Plan Stage Graphic Organizers."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following Plan stage graphic organizers as an appendix:

1. Testing a Hypothesis
2. Identifying Errors
3. Important Ideas, RTCs and Practices
4. Planning Your Own Investigation

**Component: *Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Current Page Number(s): Pages 122-124 of the updated Teacher Implementation Guide

Location: Section beginning with the title page "Appendix 3: Advanced Peer Review Guide"

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added an additional peer review guide for teachers to use if they choose.

**Component:** *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): Pages 125-128 of the updated Teacher Implementation Guide

Location: Section begins with the title page "Appendix 4 Parent/Caregiver Meeting Form."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a form to use when teachers meet with a student's parents/caregivers.

## **Publisher: Discovery Education Inc**

### **Science, Grade 4**

**Program:** *Science Techbook for Texas by Discovery Education - Grade 4: TEKS*

**Component:** *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component:** *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Location: Course Materials > Safety Poster

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component:** *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Location: Course Materials > Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

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# Publisher: EduSmart

## Science, Grade 4

### Program: **2024 EduSmart Science Grade 4: TEKS**

#### Component: **2024 EduSmart Science Grade 4**

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 4**

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 4**

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 4**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 4**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 4**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

## **Publisher: Great Minds**

### **Science, Grade 4**

**Program: *PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 461

Location: Learn: Describe and Classify Properties of Matter, sample class tree map

Original Text: New Content

Updated Text: "At this point in learning, students may express the misconception that the ability to sink or float in water depends on mass. In Lesson 5, students will learn that relative density is a property of a material that determines its

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ability to sink or float in water. If needed, return to the tree map in Lesson 5 and create a new category for relative density."

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 495

Location: Standards Addressed, Texas Essential Knowledge and Skills, Content Standards table, 4.6A

Original Text: New Content

Updated Text: Apply bold to "mass,"

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 496

Location: Materials section; Teacher Materials table, second row

Original Text: New Content

Updated Text: Revision: "Chart paper (2 sheets)"

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 496

Location: Materials section; Teacher Preparation table

Original Text: New Content

Updated Text: Add a table row that reads: [Teacher Preparation] "Measure and record the mass of each material used in the relative density stations." [Lesson(s)] "5"; this row will go under the existing row in the Teacher Preparation section.

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 496

Location: Materials section; Teacher Materials table, third row

Original Text: New Content

Updated Text: ", digital scale (1)"

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 504

Location: Learn: Analyze Data; after the inline English Language Development box

Original Text: New Content

Updated Text: Insert the new activity for students to explore mass and relative density in the attached file after the inline English Language Development box.

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**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 505

Location: Learn: Analyze Data; inline Check for Understanding box

Original Text: New Content

Updated Text: Replace: "Students explain the relative density of materials based on the data they collected to classify materials based on whether they sink or float in water." with: "Students use data they collect to classify materials by mass and relative density."

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 505

Location: Learn: Analyze Data; inline Check for Understanding box; TEKS Assessed

Original Text: New Content

Updated Text: Apply bold to "mass,"

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 505

Location: Learn: Analyze Data; inline Check for Understanding box; Evidence and Next Steps table--new first row

Original Text: New Content

Updated Text: Add an Evidence row that reads: "Students use patterns (4.5A) in how they classify materials by mass (4.6A) as evidence to support the claim (4.3A) that whether a material sinks or floats is not determined by mass." To the top of the Next Steps section, add a Next Steps row that reads: "If students do not use evidence from their sort to support the claim that whether an object sinks or floats depends on relative density and not mass, ask guiding questions such as this: Did all the materials with the least mass float?"

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Science Logbook***

ISBN: 9798885885454

Current Page Number(s): 131

Location: Lesson 5 Activity Guide; end of Analyze Data section/before the Reflection section

Original Text: New Content

Updated Text: Insert new activity for students to explore mass and relative density

See PHDTX24\_LOGL4M01\_SPL05\_4.6Aii\_newSLquestion\_RF.docx

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 30

Location: Lesson 2, immediately after "Sample driving question board:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 274

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2994>)."

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 533

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2995>)."

**Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 535

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2995>)."

**Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition***

ISBN: 9798885885287

Current Page Number(s): 268

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2996>)."



**Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition***

ISBN: 9798885885287

Current Page Number(s): 431

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2997>)."

**Component: *Plants in the Environment Teacher Edition***

ISBN: 9798885885294

Current Page Number(s): 279

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2998>)."

## **Publisher: Houghton Mifflin Harcourt**

### **Science, Grade 4**

**Program: *HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS***

**Component: *HMH Into Science Texas Teacher License Digital Grade 4***

ISBN: 9780358860228

Current Page Number(s): Grade 4 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 4 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 4***

ISBN: 9780358841579

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

# Publisher: Savvas Learning

## Science, Grade 4

### Program: *Texas Experience Science Grade 4 (Print with digital): TEKS*

#### Component: *Grade 4 Student Activity Companion Volume 2*

ISBN: 9781428513853

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 83

Location: Literacy Station Activity: What forces shape Earth's surface?, page 83, prompt 3 Draw Conclusions, step A

Original Text: Think about one of the landforms you described in Part 1. How do you think weathering, erosion, or deposition could change it? Explain your answer.

Updated Text: Think about one of the landforms you described in Part 1. Describe how wind causes slow changes by erosion to this landform. How else do you think weathering, erosion, or deposition could change it? Explain your answer.

#### Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Location: [Student Version] Literacy Station Activity: What forces shape Earth's surface?, prompt 3 Draw Conclusions, step A

Original Text: Think about one of the landforms you described in Part 1. How do you think weathering, erosion, or deposition could change it? Explain your answer.

Updated Text: Think about one of the landforms you described in Part 1. Describe how wind causes slow changes by erosion to this landform. How else do you think weathering, erosion, or deposition could change it? Explain your answer.

#### Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Location: [Teacher Version] Literacy Station Activity: What forces shape Earth's surface?, prompt 3 Draw Conclusions, step A

Original Text: Think about one of the landforms you described in Part 1. How do you think weathering, erosion, or deposition could change it? Explain your answer.

Updated Text: Think about one of the landforms you described in Part 1. Describe how wind causes slow changes by erosion to this landform. How else do you think weathering, erosion, or deposition could change it? Explain your answer.

#### Component: *Grade 4 Student Activity Companion Volume 2*

ISBN: 9781428513853

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 91

Location: Key Ideas Activity: Slow Changes to Earth, page 91, Model Sand Dune Formation prompt

Original Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image that explains what is taking place. Include words such as weathering, erosion, and deposition.

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Updated Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image to describe how this part of Earth's surface is slowly changed by erosion from wind. Include words such as weathering, erosion, and deposition.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s):

Location: [Student Version] Key Ideas Activity: Slow Changes to Earth, Model Sand Dune Formation prompt

Original Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image that explains what is taking place. Include words such as weathering, erosion, and deposition.

Updated Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image to describe how this part of Earth's surface is slowly changed by erosion from wind. Include words such as weathering, erosion, and deposition.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s):

Location: [Teacher Version] Key Ideas Activity: Slow Changes to Earth, Model Sand Dune Formation prompt

Original Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image that explains what is taking place. Include words such as weathering, erosion, and deposition.

Updated Text: Make a three-panel diagram that shows the process of sand dune formation. Add a caption under each image to describe how this part of Earth's surface is slowly changed by erosion from wind. Include words such as weathering, erosion, and deposition.

**Component: *Grade 4 Student Activity Companion Volume 1***

ISBN: 9781323222782

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 85

Location: Topic 2, Experience 1, Hands-On Station Activity: How does friction affect the distance a model car will travel? whole page

Original Text: [no introduction] 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan an investigation to explore the patterns of friction on a model car. Consider following the steps below as you plan and conduct your investigation. 1. Set up a wood ramp between a stack of books and an even surface. 2. Place one of the materials along the even surface at the bottom of the ramp. 3. Place the car at the top of the ramp. Release the car. After the car stops, measure the distance from the base of the ramp to the car. Record your measurement in the table. 4. Repeat steps 3 and 4 with the other surface materials.

Updated Text: [introduction] In this Hands-On Station Activity, you will plan and conduct an investigation to explore the patterns of contact forces. 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan a descriptive investigation to explore the patterns of friction on a model car. Remember that friction is a contact force. Use the following materials as you plan your investigation. Materials: wood ramp; toy car; materials with different surface textures (examples could include notebook paper, sand paper, or cloth material) Conduct your descriptive investigation and record your data in step 3.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Topic 2, Experience 1, Hands-On Station Activity: How does friction affect the distance a model car will travel? whole page

Original Text: [no introduction] 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan an investigation to explore the patterns of friction on a model car. Consider following the steps below as you plan and conduct your investigation. 1. Set up a wood ramp between a stack of books and an even surface. 2. Place one of the materials along the even surface at the bottom of the ramp. 3. Place the car at the top of the ramp. Release the car. After the car stops, measure the distance from the base of the ramp to the car. Record your measurement in the table. 4. Repeat steps 3 and 4 with the other surface materials.

Updated Text: [introduction] In this Hands-On Station Activity, you will plan and conduct an investigation to explore the patterns of contact forces. 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan a descriptive investigation to explore the patterns of friction on a model car. Remember that friction is a contact force. Use the following materials as you plan your investigation. Materials: wood ramp; toy car; materials with different surface textures (examples could include notebook paper, sand paper, or cloth material) Conduct your descriptive investigation and record your data in step 3.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Topic 2, Experience 1, Hands-On Station Activity: How does friction affect the distance a model car will travel? whole page

Original Text: [no introduction] 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan an investigation to explore the patterns of friction on a model car. Consider following the steps below as you plan and conduct your investigation. 1. Set up a wood ramp between a stack of books and an even surface. 2. Place one of the materials along the even surface at the bottom of the ramp. 3. Place the car at the top of the ramp. Release the car. After the car stops, measure the distance from the base of the ramp to the car. Record your measurement in the table. 4. Repeat steps 3 and 4 with the other surface materials.

Updated Text: [introduction] In this Hands-On Station Activity, you will plan and conduct an investigation to explore the patterns of contact forces. 1 Predict How will different surfaces affect how far a model car travels? 2 Investigate Plan a descriptive investigation to explore the patterns of friction on a model car. Remember that friction is a contact force. Use the following materials as you plan your investigation. Materials: wood ramp; toy car; materials with different surface textures (examples could include notebook paper, sand paper, or cloth material) Conduct your descriptive investigation and record your data in step 3.

**Component: *Grade 4 Student Activity Companion Volume 1***

ISBN: 9781323222782

Link to Current Content:

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Current Page Number(s): page 105

Location: Topic 2, Experience 2, STEAM Station Activity: How can you use magnets to make a model car move? before step 1

Original Text: No Introduction

Updated Text: [introduction] In this STEAM Station Activity, you will plan and conduct a descriptive investigation to explore the patterns of non-contact forces.

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**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Topic 2, Experience 2, STEAM Station Activity: How can you use magnets to make a model car move? before step 1

Original Text: No Introduction

Updated Text: [introduction] In this STEAM Station Activity, you will plan and conduct a descriptive investigation to explore the patterns of non-contact forces.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Topic 2, Experience 2, STEAM Station Activity: How can you use magnets to make a model car move? before step 1

Original Text: No Introduction

Updated Text: [introduction] In this STEAM Station Activity, you will plan and conduct a descriptive investigation to explore the patterns of non-contact forces.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 13

Location: Key Ideas Presentation, Topic 2, Experience 1, Slide 13

Original Text: Friction is a contact force that pushes against objects in motion.

Updated Text: Friction is a contact force that pushes against objects in motion. You can plan and conduct a descriptive investigation to explore the patterns of friction by rolling a ball on different surfaces.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 5

Location: Key Ideas Presentation, Topic 2, Experience 2, Slide 5

Original Text: A noncontact force is a force that acts on an object without touching the object. Gravity and magnetism are noncontact forces.

Updated Text: A noncontact force is a force that acts on an object without touching the object. Gravity and magnetism are noncontact forces. You can plan and conduct a descriptive investigation to explore the patterns of noncontact forces by using a magnet to pick up objects.

**Component: *Grade 4 Student Activity Companion Volume 1***

ISBN: 9781323222782

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): page 59

Location: Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?

Original Text: B. How do you think mixing oil and water will affect the properties of these materials? 2 Demonstrate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with water. Measure its mass. 5. Pour the water into the cup of soil. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use oil instead of soil.

Updated Text: B. How do you think mixing milk and water will affect the properties of these materials? 2 Investigate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with water. Measure its mass. 5. Pour the water into the cup of soil. This makes a system that includes soil, water, and the cup. Each part has a mass. The full system also has a mass. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use milk instead of soil.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?, first page

Original Text:

B. How do you think mixing oil and water will affect the properties of these materials? 2 Demonstrate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with water. Measure its mass. 5. Pour the water into the cup of soil. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use oil instead of soil.

Updated Text: B. How do you think mixing milk and water will affect the properties of these materials? 2 Investigate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with water. Measure its mass. 5. Pour the water into the cup of soil. This makes a system that includes soil, water, and the cup. Each part has a mass. The full system also has a mass. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use milk instead of soil.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?, first page

Original Text: B. How do you think mixing oil and water will affect the properties of these materials? 2 Demonstrate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with water. Measure its mass. 5. Pour the water into the cup of soil. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use oil instead of soil.

Updated Text: B. How do you think mixing milk and water will affect the properties of these materials? 2 Investigate 1. Use the balance to measure the mass of an empty cup. 2. Pour the soil into the cup. Measure the total mass of the soil and the cup. 3. Subtract the mass of the cup from the total mass to find the soil's mass. 4. Fill an empty cup halfway with

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water. Measure its mass. 5. Pour the water into the cup of soil. This makes a system that includes soil, water, and the cup. Each part has a mass. The full system also has a mass. 6. Measure the mass of the soil and water mixture. Subtract the mass of the cup to find the mass of the mixture. 7. Repeat steps 2–6, but use milk instead of soil.

**Component: *Grade 4 Student Activity Companion Volume 1***

ISBN: 9781323222782

Link to Current Content:

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Current Page Number(s): page 61

Location: Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?

Original Text: [table headings] Soil Water Soil and Water Oil Water Oil and Water [rest of table] 4 Evaluate A. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Add the masses of the oil and water together. How does this total compare to the mass of the oil and water mixture?

Updated Text: [table headings] Soil Water Soil and Water Milk Water Milk and Water [rest of table remains the same] 4 Compare and Evaluate A. Investigate how matter is conserved in the system that includes soil. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Investigate how matter is conserved in the system that includes milk. Add the masses of the milk and water together. How does this total compare to the mass of the milk and water mixture?

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?, second page

Original Text: [table headings] Soil Water Soil and Water Oil Water Oil and Water [rest of table] 4 Evaluate A. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Add the masses of the oil and water together. How does this total compare to the mass of the oil and water mixture?

Updated Text: [table headings] Soil Water Soil and Water Milk Water Milk and Water [rest of table remains the same] 4 Compare and Evaluate A. Investigate how matter is conserved in the system that includes soil. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Investigate how matter is conserved in the system that includes milk. Add the masses of the milk and water together. How does this total compare to the mass of the milk and water mixture?

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Topic 1, Experience 3 Hands-On Station Activity: What happens when materials are combined?, second page

Original Text: [table headings] Soil Water Soil and Water Oil Water Oil and Water [rest of table] 4 Evaluate A. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Add the masses of the oil and water together. How does this total compare to the mass of the oil and water mixture? [Teacher anno for C] Sample answer: The color of the water changed when the soil and milk were added to it. The total mass of each set of substances did not change.

Updated Text: [table headings] Soil Water Soil and Water Milk Water Milk and Water [rest of table remains the same] 4 Compare and Evaluate A. Investigate how matter is conserved in the system that includes soil. Add the masses of the soil and water together. How does this total compare to the mass of the soil and water mixture? B. Investigate how matter is conserved in the system that includes milk. Add the masses of the milk and water together. How does this total compare

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to the mass of the milk and water mixture? [Teacher anno for C] Sample answer: The color of the water changed when the soil and oil were added to it. The total mass of each set of substances did not change.

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ISBN: 9781428553804

Link to Current Content:

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Current Page Number(s): slide 11

Location: Topic 6, Experience 2 Key Ideas Presentation: Energy in Ecosystems (REVISED KEY IDEA), slide 11

Original Text: The producers make food to provide energy and matter for themselves and other organisms. Consumers eat other organisms. Decomposers break down dead organisms and recycle the matter.

Updated Text: The producers make food to provide energy and matter for themselves and other organisms. Consumers eat other organisms. Decomposers break down dead organisms and recycle the matter. Matter is conserved in systems, such as an ecosystem food chain. The total matter remains the same as organisms eat and interact with other organisms.

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ISBN: 9781428553804

Link to Current Content:

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Current Page Number(s): slide 15

Location: Topic 6, Experience 2 Key Ideas Presentation: Energy in Ecosystems (REVISED KEY IDEA), slide 15

Original Text: Matter cycles through food webs. A cycle is a series of events in a repeating pattern. Matter cycles through all levels of organisms in an ecosystem and is recycled over and over.

Updated Text: Matter cycles through food webs. A cycle is a series of events in a repeating pattern. Matter cycles through all levels of organisms in an ecosystem and is recycled over and over. Matter is conserved in systems, such as an ecosystem food web. The total matter remains the same as organisms eat and interact with other organisms.

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ISBN: 9781428553804

Link to Current Content:

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Current Page Number(s): slide 16

Location: Topic 6, Experience 2 Key Ideas Presentation: Energy in Ecosystems (REVISED KEY IDEA), slide 16

Original Text: New Content

Updated Text: Explain Decomposers include bacteria, fungi, and other organisms that break down dead organisms into matter that producers can use. Explain why decomposers are important for the cycling of matter in an ecosystem. Include how matter is conserved in a system.

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Current Page Number(s): slide 17

Location: Topic 6, Experience 2 Key Ideas Presentation: Energy in Ecosystems (REVISED KEY IDEA), slide 17

Original Text: Explain Decomposers include bacteria, fungi, and other organisms. Explain why decomposers are important for the cycling of matter in an ecosystem. [sample answer]: Decomposers break down matter so it can be used again in the ecosystem.

Updated Text: Explain Decomposers include bacteria, fungi, and other organisms that break down dead organisms into matter that producers can use. Explain why decomposers are important for the cycling of matter in an ecosystem. Include how matter is conserved in a system. [sample answer]: Decomposers break down matter in an ecosystem. Matter is conserved in an ecosystem because decomposers break down the matter from dead organisms that can then be used by living organisms.

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Link to Current Content:

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Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

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**Component: *Grade 4 Digital Components***

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Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s):

Location: New Activity to meet TEKS breakout 1.F.iii

Original Text: New Content

Updated Text: Analyze and Interpret Data Activity, Student Version (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s):

Location: New Activity to meet TEKS breakout 1.F.iii

Original Text: New Content

Updated Text: Analyze and Interpret Data Activity, Teacher Version (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Location: [Student Version]Edits made to meet TEKS Breakout 1.F.iii Science and Engineering Practices and Recurring Themes and Concepts Activity: Plan and Conduct an Investigations, 6 Graphic Organizaers, A

Original Text: New Content

Updated Text: A. Make a graph using the data you collected. You can construct a line graph or a bar graph.

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**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version]Science and Engineering Practices and Recurring Themes and Concepts Activity: Plan and Conduct an Investigations, 6 Graphic Organizaers, A

Original Text: New Content

Updated Text: A. Make a graph using the data you collected. You can construct a line graph or a bar graph.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New Activity to meet TEKS breakout 1.C.iii, 1.C.iiv

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety During Field Investigations Activity, Student Version (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New Activity to meet TEKS breakout 1.C.iii, 1.C.iiv

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety During Field Investigations Activity, Teacher Version (See Link for Content)

**Component: *Grade 4 Student Activity Companion Volume 2***

ISBN: 9781428513853

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 103

Location: Topic 5 Experience 3 Literacy Station Activity: What are the impacts of using natural resources?, Step 3 Respond B

Original Text: B. List some renewable resources and nonrenewable resources you use every day. Discuss your list with a partner. Then think of some ways you could conserve one of the nonrenewable resources on your list. Write your ideas.

Updated Text: B. List one nonrenewable natural resource you use every day. Identify and explain an advantage of using that resource. What is one way you could conserve that resource? Write your answer.

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**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Topic 5 Experience 3 Literacy Station Activity: What are the impacts of using natural resources?, Step 3 Respond B

Original Text: B. List some renewable resources and nonrenewable resources you use every day. Discuss your list with a partner. Then think of some ways you could conserve one of the nonrenewable resources on your list. Write your ideas.

Updated Text: B. List one nonrenewable natural resource you use every day. Identify and explain an advantage of using that resource. What is one way you could conserve that resource? Write your answer.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Topic 5 Experience 3 Literacy Station Activity: What are the impacts of using natural resources?, Step 3 Respond B

Original Text: B. List some renewable resources and nonrenewable resources you use every day. Discuss your list with a partner. Then think of some ways you could conserve one of the nonrenewable resources on your list. Write your ideas.

[Teacher anno for B] Sample answer: Renewable resources I use are water, sunlight, and plants. A nonrenewable resource I use is electricity from fossil fuels. To conserve this resource, I could use my devices less and turn off lights when I leave a room.

Updated Text: B. List one nonrenewable natural resource you use every day. Identify and explain an advantage of using that resource. What is one way you could conserve that resource? Write your answer. [Teacher anno for B] Sample answer: A nonrenewable resource I use is electricity from fossil fuels. One advantage of using fossil fuels is that it is easy for the company that supplies power to my home to buy them. To conserve this resource, I could use my devices less and turn off lights when I leave a room.

**Component: *Grade 4 Student Activity Companion Volume 2***

ISBN: 9781428513853

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 111

Location: Key Ideas Activity: Natural Resources, p. 111, Advantages and Disadvantages

Original Text: Fold a sheet of paper so that it looks like the picture. Cut three flaps on each side. Label the flaps on the left side with these labels: coal, oil, and natural gas. Label the flaps on the right with three renewable resources, such as wind, sunlight, water, plants, or animals. On the inside of each flap, write one advantage and one disadvantage of using that resource.

Updated Text: Fold a sheet of paper so that it looks like the picture. Cut three flaps on each side. Label each outside flap with a natural resource: coal, natural gas, oil, sunlight, water, and wind. On the inside flap, identify if the natural resource is renewable or nonrenewable. Write a sentence to explain one advantage and one disadvantage of using each natural resource.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Student Version] Key Ideas Activity: Natural Resources, Advantages and Disadvantages

Original Text: Fold a sheet of paper so that it looks like the picture. Cut three flaps on each side. Label the flaps on the left side with these labels: coal, oil, and natural gas. Label the flaps on the right with three renewable resources, such as wind, sunlight, water, plants, or animals. On the inside of each flap, write one advantage and one disadvantage of using that resource.

Updated Text: Fold a sheet of paper so that it looks like the picture. Cut three flaps on each side. Label each outside flap with a natural resource: coal, natural gas, oil, sunlight, water, and wind. On the inside flap, identify if the natural resource is renewable or nonrenewable. Write a sentence to explain one advantage and one disadvantage of using each natural resource.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: [Teacher Version] Key Ideas Activity: Natural Resources, Advantages and Disadvantages

Original Text: Label the flaps on the left side with these labels: coal, oil, and natural gas. Label the flaps on the right with three renewable resources, such as wind, sunlight, water, plants, or animals. On the inside of each flap, write one advantage and one disadvantage of using that resource. [Teacher anno for "Advantages and Disadvantages of Using Natural Resources"] Sample answer: Fossil fuel advantages: affordable, generate large amount of energy; disadvantages: will run out, causes pollution; Renewable advantages: will not run out, can be replaced, causes less pollution; disadvantages: depend on weather, not available in all places

Updated Text: Fold a sheet of paper so that it looks like the picture. Cut three flaps on each side. Label each outside flap with a natural resource: coal, natural gas, oil, sunlight, water, and wind. On the inside flap, identify if the natural resource is renewable or nonrenewable. Write a sentence to explain one advantage and one disadvantage of using each natural resource. [Teacher anno for "Advantages and Disadvantages of Using Natural Resources"] Sample answer: coal, natural gas, and oil are nonrenewable; sunlight, water, and wind are renewable. An advantage of using coal, natural gas, and oil is that they generate lots of energy. A disadvantage is that they will run out. An advantage of using sunlight, water, and wind is that they will not run out. A disadvantage is that they may not be available in all places.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance.

Updated Text: In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance. As you progress through the topic, connect the activities back to Topic 1, Matter. Students can apply what they learned in Topic 1 about observable physical properties of matter (TEKS 4.6A) to the questions they ask and investigations the plan and conduct in Topic 2 about contact and noncontact forces acting on objects (TEKS 4.7A).

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 118

Location: Topic 5 Overview, Preview the Topic

Original Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth’s water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources.

Updated Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth’s water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources. As you progress through the topic, connect the activities back to Topic 3, Energy, and to Topic 1, Matter. Students can apply what they learned in Topic 1 about the physical states of matter (TEKS 4.6A) and what they learned in Topic 3 about the transfer of energy through waves (TEKS 4.8A) to what they are learning in Topic 5 about how erosion and weathering cause slow changes to Earth’s surface.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 150

Location: Topic 6 Overview, Preview the Topic

Original Text:

Preview the Topic In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. Next, in Experience 2, students describe the cycling of matter and the flow of energy through food webs. Finally, in Experience 3, students use fossil evidence to identify and describe past environments. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat? Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Animals and plants play important roles in maintaining an ecosystem. • Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations. • Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food. • Food webs are systems of interconnected food chains. • Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. These factors include environmental changes, such as drought or flooding, and human activity, such as clearing land for building. • Producers are unable to defend themselves against consumers. Point out that many plants have natural defense structures, such as thorns and spikes or internal poisons intended to sicken, that protect them from consumers. • Fossils are always the remains of an organism’s body. Explain that fossils include imprints such as footprints or shapes left by the body of a plant or animal, and that all fossils provide evidence of life in the past.

Updated Text: Preview the Topic In this topic, students learn about ecosystems. In Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. In Experience 2, students describe the cycling of matter and the flow of energy through food webs. In Experience 3, students use fossil evidence to identify and describe past environments. As you progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can apply what they learned in Topic 5 about the water cycle (TEKS 4.10A) to what they are learning in Topic 6 about cycling matter and producers. They can also apply what they learn about slow changes to Earth (TEKS 4.10B) in Topic 5 to what they learn in Topic 6 about past environments and fossils. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer

the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat? Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • Animals and plants play important roles in maintaining an ecosystem. • Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations. • Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food. • Food webs are systems of interconnected food chains. • Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. They include a preview of the Experience and classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • Ecosystems do not change over time. Explain that there are many factors that cause ecosystems to change. They include natural changes, such as drought or flooding, and human activity, such as clearing land to build. • Producers are unable to defend themselves against consumers. Explain that many plants have natural defenses, such as thorns and spikes or internal poisons intended to sicken, that protect them from consumers. • Fossils are always the remains of an organism’s body. Explain that fossils include imprints such as footprints or shapes left plant or animal parts, and that all fossils provide evidence of life in the past.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 37

Location: Topic 1 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 1 Spiraling Content Activity.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 61

Location: Topic 2 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 149

Location: Topic 5 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 5 Spiraling Content Activity.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 181

Location: Topic 6 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 6 Spiraling Content Activity.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)



**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

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Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

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Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Student Version (see link for contents)

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ISBN: 9781428553804

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Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Student Version (see link for contents)

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Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

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Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

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Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Teacher Version (see link for contents)

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ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Correlation to the Social Studies Grade 4 Classroom Grade 4 Texas Knowledge and Skills Social Studies see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Cherokee and Moon Cycles - Presentation - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Cherokee and Moon Cycles - Activity Sheet SE - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

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Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Cherokee and Moon Cycles - Activity Sheet AK - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The History of the Compass - Presentation - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The History of the Compass - Activity Sheet SE - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The History of the Compass - Activity Sheet AK - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Eruption of Mount Saint Helens - Presentation - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Eruption of Mount Saint Helens - Activity Sheet SE - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: The Eruption of Mount Saint Helens - Activity Sheet AK - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: In the News: Aquifers - Presentation - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: In the News: Aquifers - Activity Sheet SE - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: In the News: Aquifers - Activity Sheet AK - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Tidal Energy: For or Against? - Presentation - see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Tidal Energy: For or Against? Student Activity SE- see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Tidal Energy: For or Against? Student Activity AK- see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Wildflowers in the United States - Presentation see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Wildflowers in the United States - Student Activity SE- see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Wildflowers in the United States - Student Activity AK- see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Topic Readiness Test (see link for contents)

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**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 71

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 135

Location: Address Prior Knowledge, 1st paragraph

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Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 191

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 72

Location: STEAM Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results.

Updated Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 136

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation. Encourage students to draw what they think will happen to the objects before beginning the experiment.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation.

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Encourage students to draw what they think will happen to the objects before beginning the experiment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223352

Current Page Number(s): page 192

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch.

Updated Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 73

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic.

Updated Text: GUIDE STUDENT THINKING Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 137

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Have students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help them better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Updated Text: GUIDE STUDENT THINKING Have students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help them better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): page 193

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Have students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help them better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Updated Text: GUIDE STUDENT THINKING Tell students that asking questions can help them deepen their understanding of the text. Have students generate questions about the functions of plant structures before, during, and after reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223352

Current Page Number(s): page 75

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: TRANSFER OF ENERGY Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: TRANSFER OF ENERGY Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Use a rope to model waves. Stretch a rope over a table surface or the floor. Have a student hold each end of the rope. One student should move the end of their rope back and forth until a wave occurs and moves along the rope. Have the student moving the rope vary how fast and how far they move the rope. Energy transfer is visible through the wave motion of the rope—the energy from the student's moving hand transfers along the rope to the other end. Students should see the relationship between the amount of energy input and the size of the waves and how fast they move back and forth. Ask How do the waves change when the movement on the rope changes? Sample answer: Larger movements make bigger waves. Faster movements make more waves.

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ISBN: 9781323223352

Current Page Number(s): page 139

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

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### [View Updated Content](#)

Original Text: SLOW CHANGES TO EARTH Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: SLOW CHANGES TO EARTH Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Model weathering and erosion by water. Have students closely examine the surface of small pieces of dry sandstone textures and shapes. Add the rocks to a jar; cover the rocks with water, place the lid on the jar, and vigorously shake the jar for a minute (be sure to hold the lid tightly). Carefully pour the rocks onto a paper towel. Observe changes to the rocks' surfaces. • Model weathering by ice. Take two similar sized small pieces of sandstone. Place one piece in a cup and the other in a second cup. Pour equal amounts of water over each piece of sandstone. Put one cup in the freezer overnight. Leave the other cup at room temperature. Take the cup out of the freezer and allow it to thaw. Make observations about the sandstone—it may be more breakable. Compare it to the piece of sandstone left at room temperature. • Model wind deposition by making a sand dune. You will need a large plastic bin containing about 6 cm of sand, a small rock. Use the bottom of a cardboard box to blow on the sand. Safety Wear safety goggles. Have students write a summary describing the slow processes they modeled.

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Current Page Number(s): page 195

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

### [View Updated Content](#)

Original Text: Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: PLANT STRUCTURE AND FUNCTION Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Wet two paper towels. Leave one flat and roll the other into a tight shape. Examine both after 15 minutes, 1 hour, and then several hours later. from the plant. Ask What do you observe about the two paper towels? Sample answer The rolled paper towel stayed wet for a longer time than the flat paper towel. Let students know that the shape reduced the surface area that is exposed to the air. This prevents water from evaporating Say Think about what you just observed. A cactus has spines, which are a type of leaf. How do you think spines function? How do you think spines help cacti survive in their environment? Sample answer: Spines will hold on to water longer, preventing evaporation. This is important because cacti live in dry deserts.

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Link to Current Content:

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Current Page Number(s): page 119

Location: Teacher Guide, page 119, Topic 5 Overview, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 120

Location: Teacher Guide, page 120, Topic 5 Planner, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Grade 4, Topic 3, Experience 1 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 22

Location: Grade 4, Topic 4, Experience 1 Key Ideas Presentation

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Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Grade 4, Topic 7, Experience 2 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 4, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

Updated Text: Dear Students and Caregivers, In Grade 4, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in

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their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially,  
\_\_\_\_\_ Science Teacher

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ISBN: 9781428553804

Location: New content to address TRR rubric feedback, current content does not exist

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 17

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Reinforce to students that the Read About It is informational text, and that the purpose for reading it is to find facts and information about a topic. Encourage students to generate questions before, during, and after reading the text.

Updated Text: GUIDE STUDENT THINKING Reinforce to students that the Read About It is informational text, and that the purpose for reading it is to find facts and information about a topic. Encourage students to generate questions before, during, and after reading the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: Quiz PROPERTIES OF MATTER

Students answer questions about the properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz PROPERTIES OF MATTER Students answer questions about the properties of matter by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 19

Location: Made change to minor column to address TRR response

Original Text: New Content

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Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Have students take the temperature of water placed in a sunny location and water placed in a cool, dark spot. Ask students to explain why there is a difference in the temperature of the water. • Pass around clean plastic washers and several metal washers. Circulate a horseshoe magnet so students can check the objects for magnetism. Ask students to describe the magnetic properties of both types of washers.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 24

Location: Made changes to Guide Student Planning to address TRR Response

Original Text: GUIDE STUDENT PLANNING Remind students that the steps must be completed in a timely manner to ensure the desired results. After removing the lid from the jar, have students look at the underside of the lid to observe the condensation that has formed. Guide students to handle all materials safely and use teacher assistance when required. Encourage students to keep track of any changes in the state of matter.

Updated Text: GUIDE STUDENT PLANNING Remind students that the steps must be completed in a timely manner to ensure the desired results. After removing the lid from the jar, have students look at the underside of the lid to observe the condensation that has formed. Guide students to handle all materials safely and use teacher assistance when required. Encourage students to keep track of any changes in the state of matter. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 25

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that a summary includes only the most important ideas from the text that are important to its meaning.

Updated Text: GUIDE STUDENT THINKING Explain to students that a summary includes only the most important ideas from the text that are important to its meaning. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 27

Location: Made change to Quiz to address TRR response

Original Text: Quiz SOLIDS, LIQUIDS, AND GASES

Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz SOLIDS, LIQUIDS, AND GASES Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 27

Location: Made change to minor column to address TRR response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Place a damp (not soaking wet) piece of paper towel on your desk before lunch. After lunch, see if the paper towel is dry. Ask What happened to the water? Explain. Sample answer: The water evaporated into a gas.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 32

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT PLANNING Point out that it is important to make a prediction about how mixing will affect the properties of the substances before mixing them. This will help them recognize patterns.

Updated Text: GUIDE STUDENT PLANNING Point out that it is important to make a prediction about how mixing will affect the properties of the substances before mixing them. This will help them recognize patterns. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 33

Location: Made change to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that when they retell a text, they should include the most important ideas and details in the correct order.

Updated Text: GUIDE STUDENT THINKING Explain to students that when they retell a text, they should include the most important ideas and details in the correct order. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 35

Location: Made change to Quiz to address TRR response

Original Text: Quiz

MIXTURES AND SOLUTIONS

Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz MIXTURES AND SOLUTIONS Students answer questions about mixtures and solutions by completing an editable/ printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-

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more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 35

Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Make a solution. Slowly add 1 cup of table salt into 450 mL room temperature water while stirring to dissolve the salt. Have students observe the quantity of salt that will dissolve. To show students that the salt did not “disappear,” allow students to taste the saltwater to show that substances in solutions are still present.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 48

Location: Made changes to Guide Student Planning to address TRR Response

Original Text: GUIDE STUDENT PLANNING Point out to students that the ramp height and the car used cannot vary; only the materials the car travels across after leaving the ramp should vary. Explain to students that it is important to carefully record their observations after each trial so they have evidence to draw conclusions at the end of the activity

Updated Text: GUIDE STUDENT PLANNING Point out to students that the ramp height and the car used cannot vary; only the materials the car travels across after leaving the ramp should vary. Explain to students that it is important to carefully record their observations after each trial so they have evidence to draw conclusions at the end of the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 49

Location: Made changes to Guide Student Thinking to address TRR Response

Original Text: GUIDE STUDENT THINKING Have students evaluate details in the text to determine key ideas. Then have students synthesize information to create new understanding of contact forces and friction. As you circulate during stations support students’ exploration of text by asking guiding questions.

Updated Text: GUIDE STUDENT THINKING Have students evaluate details in the text to determine key ideas. Then have students synthesize information to create new understanding of contact forces and friction. As you circulate during stations support students’ exploration of text by asking guiding questions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223352

Current Page Number(s): 51

Location: Made change to Quiz to address TRR response

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Original Text: Quiz

#### CONTACT FORCES

Students answer questions about contact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed

Updated Text: Quiz

#### CONTACT FORCES

Students answer questions about contact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

#### **Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 51

Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Prepare two different surfaces such as sand paper or gravel and a smooth desk surface. Have students predict how each surface affects the motion of the marbles. Then, shoot the marbles several times on each surface and measure how far they travel.

#### **Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 59

Location: Made change to Quiz to address TRR response

Original Text: Quiz

#### NONCONTACT FORCES

Students answer questions about noncontact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz

#### NONCONTACT FORCES

Students answer questions about noncontact forces by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 59

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Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Demonstrate how to make a new magnet by magnetizing a paper clip. First, gather a strong permanent magnet, paper clips, steel wool (or iron filings), and paper. Then follow this procedure: 1. Make small metal fragments/filings by rubbing steel wool together over a piece of paper. You will use the metal filings to demonstrate that the paper clip is indeed a magnet. Set this aside. 2. Straighten a paper clip. 3. Hold the straightened paper clip in one hand, and hold the permanent magnet in your other hand. Bring one end of the magnet to the paper clip at the point where you are holding it, and then slide the magnet away from you along the paper clip. Be sure to only move the magnet along the paper clip in one direction, away from your hand. 4. Repeat this several times. 5. Put away the permanent magnet. 6. Retrieve the metal filings that are on the paper. 7. Hold an unmagnetized paper clip near the filings. (Nothing should happen.) 8. Hold the magnetized paper clip near the filings. The filings will be attracted to the paper clip and attach.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): Key Ideas Presentations

Location: Key Ideas Presentations Exit Ticket slide presenter notes

Original Text: New Content

Updated Text: Exit Ticket

Teacher Support

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Test for each topic to address comments in the TRR rubric.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New Content

Updated Text: We will make edits to the School to Home Letter for each topic to address comments in the TRR rubric.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 73

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING

Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic.

Updated Text: GUIDE STUDENT THINKING

Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 75

Location: Made changes to Quiz to address TRR response

Original Text: Quiz TRANSFER OF ENERGY

Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz TRANSFER OF ENERGY

Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 75

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Use a rope to make waves. Place the rope stretched out on a table surface or floor and have one student hold each end of the rope. One student should move the end of their rope back and forth until a wave is created and moves along the rope. The student moving the end should vary how fast and how far they move the rope. Energy transfer is visible through the wave motion of the rope—the energy from the student’s moving hand transfers along the rope to the other end. Ask students how the waves changed when they varied how fast and how far they moved the end of the rope.

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Students should see the relationship between the amount of energy input and the size of the waves and how fast they move back and forth.

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ISBN: 9781323223352

Current Page Number(s): 81

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING As students read the text, have them monitor their comprehension to be aware of when their understanding breaks down. Explain to students that they can make adjustments such as rereading and asking questions to make sure they understand what they are reading.

Updated Text: GUIDE STUDENT THINKING As students read the text, have them monitor their comprehension to be aware of when their understanding breaks down. Explain to students that they can make adjustments such as rereading and asking questions to make sure they understand what they are reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 83

Location: Made changes to Quiz to address TRR response

Original Text: Quiz CONDUCTORS AND INSULATORS

Students answer questions about conductors and insulators by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz CONDUCTORS AND INSULATORS Students answer questions about conductors and insulators by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 83

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Using a simple circuit setup with a battery, light bulb, and wires, test different materials around the classroom by touching both ends of the wire to the objects. Electrical conductors will cause the bulb to light up; electrical insulators will leave the bulb dark.

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ISBN: 9781323223352

Current Page Number(s): 89

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Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that making connections as they read can help them better understand what they're reading. Have students make connections between the text and their personal experiences or ideas in other texts they have read.

Updated Text: GUIDE STUDENT THINKING Tell students that making connections as they read can help them better understand what they're reading. Have students make connections between the text and their personal experiences or ideas in other texts they have read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 91

Location: Made changes to Quiz to address TRR response

Original Text: Quiz TRANSFER OF ENERGY

Students answer questions about electrical energy and circuits by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz TRANSFER OF ENERGY Students answer questions about electrical energy and circuits by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 91

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Instruct students to form a circle. Assign one student to model the battery (energy source) and give that student dozens of pennies. Assign another student halfway around the circle from the "battery" student to model the light bulb. The "battery" student passes a penny to the student on one side and continues to supply a penny until the pennies have made a complete trip around the circle. Continue passing the original pennies. The "light bulb" student can stand up once they start receiving pennies to indicate that they have electrical energy to light up. Have students describe how this activity models what happens with electrical energy in a circuit.

Turn on a bright lamp. Ask a student to hold their hand near the lamp but not touching. Ask the student to share observations of what they feel. The student will report their observations to the class. This activity demonstrates that electrical energy produces thermal energy because the bulb feels warm.

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ISBN: 9781323223352

Current Page Number(s): 105

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Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING

Explain to students that as they read they can synthesize, or combine, information from different parts of the text to come up with a new understanding of the ideas. Point out to students that their knowledge of a topic grows when they add new information to what they already know.

Updated Text: GUIDE STUDENT THINKING

Explain to students that as they read they can synthesize, or combine, information from different parts of the text to come up with a new understanding of the ideas. Point out to students that their knowledge of a topic grows when they add new information to what they already know. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223352

Current Page Number(s): 107

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SEASONS

Students answer questions about seasons by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SEASONS

Students answer questions about seasons by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 107

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Use a small flashlight, a marker, a pencil, and graph paper to model and demonstrate changes in light intensity.

Tape the flashlight about 2 inches from the tip of the pencil. Turn on the flashlight and place the pencil perpendicular to the graph paper. Trace the circle of light that forms with the marker.

Shift the pencil to a 45° angle and trace the new shape the light makes. You will notice that the same amount of light now spreads over a larger area. This means the light is less intense.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 113

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Remind students that synthesizing information helps them create new understandings about the topic. Have students first summarize the information they learn from the Read About It text and images.

Then have them connect that information to what they learned in the Hands-On

Station. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What new information about the moon’s phases did you read about?
- How does that information connect to the Hands-On Station?
- What new understanding do you have about the phases of the moon?

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 115

Location: Made changes to Quiz to address TRR response

Original Text: Quiz CONDUCTORS AND INSULATORS

Students answer questions about moon phases by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz CONDUCTORS AND INSULATORS Students answer questions about moon phases by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 115

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Use a quarter and a penny to model the moon’s rotation. Have students set the coins on a table with the faces on the coins facing each other. Keep Abraham Lincoln, the “moon,” facing the quarter, “Earth,” and move it counterclockwise one-quarter of a rotation. Ask which part of the “moon” can be seen from “Earth.” Repeat this step three more times until the “moon” returns to its starting position.

Use a flashlight to model the sun and two balls to represent Earth and the moon. Have one student shine the flashlight. Have another student hold Earth and slowly move the moon around it in an orbit. Ask students to observe and describe how much of the moon’s lit surface can be seen from Earth.

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ISBN: 9781323223352

Current Page Number(s): 129

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that combining information they read in the text with what they already know can deepen their understanding and help them picture how a system or cycle works. Have students discuss how they synthesized information to create new understandings about the water cycle.

Updated Text: GUIDE STUDENT THINKING Tell students that combining information they read in the text with what they already know can deepen their understanding and help them picture how a system or cycle works. Have students discuss how they synthesized information to create new understandings about the water cycle. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 131

Location: Made changes to Quiz to address TRR response

Original Text: Quiz WATER CYCLE AND WEATHER

Students answer questions about the water cycle and weather by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz WATER CYCLE AND WEATHER Students answer questions about the water cycle and weather by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 131

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)  
(head)Targeted Instruction

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out:

Have students pretend to be water droplets and act out different steps of the water cycle.

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ISBN: 9781323223352

Current Page Number(s): 137

Location: Made changes to Guide Student Thinking to address TRR response

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Original Text: GUIDE STUDENT THINKING Have students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help

Updated Text: GUIDE STUDENT THINKING HHave students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help them better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 139

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SLOW CHANGES TO EARTH

Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SLOW CHANGES TO EARTH

Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 139

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out:

Model wind deposition by making a sand dune. You will need a large plastic bin containing about 2 inches of sand, a small rock, and a hair dryer. Carefully blow on the sand with the dryer to form a dune around the rock.

An alternative is to use the bottom of a cardboard box or even a rectangular baking pan, and to use a drinking straw instead of the dryer to blow on the sand. You will want to use less sand for this than with the plastic bin.

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ISBN: 9781323223352

Current Page Number(s): 145

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text. Encourage students to use the vocabulary terms renewable resources and nonrenewable resources in their discussions.

Updated Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text. Encourage students to use the vocabulary terms renewable resources and nonrenewable resources in their discussions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 147

Location: Made changes to Quiz to address TRR response

Original Text: Quiz NATURAL RESOURCES AND CONSERVATION

Students answer questions about natural resources and conservation by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz NATURAL RESOURCES AND CONSERVATION Students answer questions about natural resources and conservation by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 147

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]  
(head) Targeted Instruction

(body copy) If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Have students point to different items around the room and think about what types of natural resources were used to make them. Then have students classify the resources used to make the items as renewable or nonrenewable. For example, the wood used to make a desk is a renewable resource. The plastic used to make a chair comes from fossil fuels, which are nonrenewable resources.

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ISBN: 9781323223352

Current Page Number(s): 163

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SEASONS

Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SEASONS

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Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 163

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Students can make leaf rubbings to see how water and other matter are transported from the stems to the leaves so that photosynthesis can occur. Put a leaf upside down on the table. Place a piece of paper over the leaf. While holding the paper and leaf in place, use the side of a crayon to rub across the leaf. Be sure to color over the entire leaf. Students should see dark lines on the leaves. These lines are where the veins of the leaf are. The veins carry water and other materials to the leaves.

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ISBN: 9781323223352

Current Page Number(s): 168

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Review resources that are considered to be reliable, such as government or university websites. Encourage students to be creative in constructing their models, but also be clear in representing food chains

Updated Text: GUIDE STUDENT PLANNING Review resources that are considered to be reliable, such as government or university websites. Encourage students to be creative in constructing their models, but also be clear in representing food chains. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223352

Current Page Number(s): 171

Location: Made changes to Quiz to address TRR response

Original Text: Quiz ENERGY IN ECOSYSTEMS

Students answer questions about energy in ecosystems by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz ENERGY IN ECOSYSTEMS Students answer questions about energy in ecosystems by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-

time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223352

Current Page Number(s): 171

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Share with students a food chain of what you ate for breakfast or lunch. Alternatively, ask for student volunteers to share. The food chain can have multiple links, depending on whether meat is involved. For example, a food chain for a breakfast of scrambled eggs could look like this: seeds → chicken (eggs) → person

- Have students stand in an arrangement that models a food web. Have four to five students act as the producers. Hand small objects that represent energy from sunlight to the producers. Have the producers hand their objects to the first level of consumers. Then have students continue to pass the energy to higher and higher levels of consumers.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 176

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Instruct students to read all steps of the investigation before beginning.

Remind students that they may take notes in their Science Notebooks while researching. Then they can organize their research in the table on the activity. Guide students to use only credible research resources.

Updated Text: GUIDE STUDENT PLANNING Instruct students to read all steps of the investigation before beginning.

Remind students that they may take notes in their Science Notebooks while researching. Then they can organize their research in the table on the activity. Guide students to use only credible research resources. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 179

Location: Made changes to Quiz to address TRR response

Original Text: Quiz FOSSILS

Students answer questions about fossils s by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz FOSSILS Students answer questions about fossils by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 179

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Students make their own imprints of leaves in air-dry clay. Collect a variety of small leaves (or ask students to bring leaves to class). Place leaves “upside down” on the work surface. Roll air-dry clay into small balls. Press a clay ball onto a leaf to flatten the clay like a pancake. Turn the clay over and remove the leaf to see the imprint.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 192

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch.

Updated Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 193

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that asking questions can help them deepen their understanding of the text. Have students generate questions about the functions of plant structures before, during, and after reading.

Updated Text: GUIDE STUDENT THINKING Tell students that asking questions can help them deepen their understanding of the text. Have students generate questions about the functions of plant structures before, during, and after reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 195

Location: Made changes to Quiz to address TRR response

Original Text: Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time"

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assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 195

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Wet two paper towels. Leave one flat and roll the other into a tight shape. Examine both after 15 minutes, 1 hour, and then several hours later. Note that the rolled paper towel stays wet for a longer time. This is how cactus spines help a plant retain water—the shape reduces the surface area that is exposed to the air. This prevents water from evaporating from the plant.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 200

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they list the steps of their plan and follow them during the station. Encourage students to ask peers for feedback about the information on their webpages.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they list the steps of their plan and follow them during the station. Encourage students to ask peers for feedback about the information on their webpages. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 201

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that evaluating details while reading a text can help them better figure out what is important in the text. Tell them that when they read they should consider all the details in the text, and then decide which ones are the most important.

Updated Text: GUIDE STUDENT THINKING Explain to students that evaluating details while reading a text can help them better figure out what is important in the text. Tell them that when they read they should consider all the details in the text, and then decide which ones are the most important. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 203

Location: Made changes to Quiz to address TRR response

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Original Text: Students answer questions about the physical traits of organisms by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Students answer questions about the physical traits of organisms by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 203

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Ask students to identify some physical traits humans have. Students might give examples such as two arms, two legs, two eyes, one nose, one mouth, or other characteristics related to the physical structure of the human body. Students may also begin to think about variation in physical traits, such as different heights or eye colors.

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: Made new slide to address TRR response

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Propose Solutions (See Link for Content)

**Component: *Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: Made new slide to address TRR response

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Propose Solutions (See Link for Content)



# Publisher: Studies Weekly

## Science, Grade 4

### Program: *Texas Science Studies Weekly: Fourth Grade: TEKS*

**Component:** *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Current Page Number(s): 1-2

Location: (\*\*\*)This printable is used across Grades 3-5.)

Printable: Studies Weekly Online, Unit 1 Week 3, Activity 4, "How to Organize Data"

Original Text: (no Tree Map or description)

Concept Map

Shows branching observations or ideas from a central topic/idea.

Venn Diagram

Juneteenth

Celebrates the freeing of all enslaved people

Borderfest

Celebrates a different culture each year.

Shows observations in similarities and differences.

Updated Text: (\*\*\*) This update text also affects to grades 3-5 using the same printable. Change was based on SRP Feedback for third and fifth grade)

(added Tree Map with Description)

Tree Map

Rock Types

Igneous Sedimentary Metamorphic

Concept Map

A concept map is similar to a tree map. Both organize ideas starting with more general ideas, then branching out into more specific concepts.

(changed venn diagram text to science content)

**Component:** *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Location: N/A New Content

Link to Updated Content:

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[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

## 1. Experience Together

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like “What do you think causes this?” Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

## 2. Explore Together

Explore the unit content, including the activities, articles, and “TEKS Explained” articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you’ll be able to read through their answers. Encourage them to discuss and explain their ideas.

## 3. Learn Together

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

## 4. Review Together

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

## 5. Play Together

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

**Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access***

ISBN: 9781649783820TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

### 1 Preparation

Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

### 2 Accommodations

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Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

### 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

### 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a “Testing” sign on your classroom door to help promote a distraction-free zone. Prompt students to remain seated while you pass out and collect testing materials. Provide additional instructional activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

### 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed. If students request help relating to the assessment’s content, respond neutrally with, “I can’t answer that for you; just do your best.” Provide any and all technical assistance necessary during electronic assessments.

### 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga<sup>1</sup>. This is a research-based<sup>1</sup> practice that has positive impacts on working memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage parents and students to prepare for testing with a good night’s sleep and protein-rich breakfast.

<sup>1</sup>Thomas, Joseph Ivin and Venkatesh D, “A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function,” National Journal Physiology, Pharmacy

and Pharmacology, vol. 7, issue 9, June 26, 2017.

<https://njppp.com/fulltext/28-1490682875.pdf>

## **Publisher: Summit K12 Holdings**

### **Science, Grade 4**

#### **Program: *Dynamic Science 4th Grade: TEKS***

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fourth Grade TEKS Lesson Guide.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fourth Grade TEKS.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fourth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fourth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180263

Proclamation 2024: Report of New Content (10/24/2023)

Location: ELPS document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Fourth Grade TEKS.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

## **Publisher: TPS Publishing**

### **Science, Grade 4**

**Program: *STEAM into Science - Grade 4 Edition: TEKS***

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Mechanical Engineers

Mechanical engineers design and build products that range from cars, planes, household appliances like fridges and televisions to sports equipment like baseball bats and golf clubs.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 28

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Electrical Engineers

Electrical engineers work on energy and its use in electrical machines. An electrical engineer might work in car, plane, train and even space shuttle design, working on the circuits needed to supply energy.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 40

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Geneticists

Geneticists are scientists who studies genes and heredity in plants and animals. They look at how traits are inherited. A geneticist might work with plants to produce new plants with better inherited traits for farming.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 55

Location: Below graphic

Original Text: New Content

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Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Materials Scientists

Materials scientists study materials that are man - made and natural and and develop ways to improve them or make new materials. They work in a wide range of fields, including food science, medicine, geology, and manufacturing. An example of what they might work on in food science would be to develop new ingredients for a particular food. This would involve studying the physical properties like the students were doing in this chapter.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 69

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Environmental scientists

Environmental scientists are scientists who work to conserve resources and keep our Earth clean and not polluted. They are often involved in cleaning up polluted areas and planning green areas that remain clean and useful.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 83

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Geologist

A geologist is a scientist who studies the water, land and atmospheric parts of our planet Earth and how they change. In order to do this they have experience in biology, chemistry, physics and many other sciences.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 100

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM: Meteorologist

A meteorologist is a scientist who studies weather and they can be involved in conducting research, forecasting and broadcasting.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 119

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM Botanist

A botanist is a scientist who studies plants. They work in a number of areas, for example certain chemicals from plants are used in medicine, and a botanist may develop the best way to grow a plant for this purpose.

**Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition***

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 135

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Focus on Careers in STEM Zoologist

Zoologists study animals and their interactions with their ecosystem. In a wild animal park a zoologist might be responsible for monitoring one type of animal.

**Component: *Assessment Guide - Grade 4 Teacher Edition***

ISBN: 9781788057714

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 194

Location: After current text

Original Text: n/a

Updated Text: Do you recall that when scientists create innovations to solve problems, they can also impact both science and society? For example, when the telephone was first invented, it helped people communicate more easily. Society benefited by being able to talk to one another using telephones. Consider how that invention impacted science. Look at a current day cell phone and use of the internet. These would not have been possible without the original invention

**Component: *Assessment Guide - Grade 4 Student Edition***

ISBN: 9781788057721

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 137

Proclamation 2024: Report of New Content (10/24/2023)

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Location: After current text

Original Text: n/a

Updated Text: Do you recall that when scientists create innovations to solve problems, they can also impact both science and society? For example, when the telephone was first invented, it helped people communicate more easily. Society benefited by being able to talk to one another using telephones. Consider how that invention impacted science. Look at a current day cell phone and use of the internet. These would not have been possible without the original invention

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 4 -

<https://docs.google.com/spreadsheets/d/1v2EM5FTxRthBegoSTNtbAk3q9skqDvRj/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 4 - [https://docs.google.com/spreadsheets/d/1NXALVnyZDUScwUKE4pw\\_iPJ-TjJcy\\_iW/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1NXALVnyZDUScwUKE4pw_iPJ-TjJcy_iW/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 4 -

<https://drive.google.com/file/d/1fvXNro2PkpzVhmH5k1CTdR5FHahAVNGR/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 4 -

[https://docs.google.com/spreadsheets/d/1nlj\\_NXEZ6Nhhw6fjUK2a2v7xGOpGkpmj/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1nlj_NXEZ6Nhhw6fjUK2a2v7xGOpGkpmj/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

## Publisher: McGraw Hill

### Science, Grade 4

#### Program: *McGraw Hill Texas Science, Grade 4 : ELPS*

**Component:** *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

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**Component:** *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

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**Component:** *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

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Page 853 of 2091

Updated Text: See new content: Improving Literacy for English Learners

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**Component: *Texas Science, Grade 4 Teacher Edition***

ISBN: 9781265994839

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ISBN: 9781265994839

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## **Publisher: Argument-Driven Inquiry, LLC**

### **Science, Grade 5**

**Program:** *Texas ADI Learning Hub for Science, 5th Grade: TEKS*

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

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**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

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Page 863 of 2091

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Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Phenomenon."

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added detailed explanation of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Explanation of the phenomenon."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on how this investigation supports the continued learning progression of students to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Learning Progression Within this Course."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

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Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added core ideas, practices, and recurring themes overview to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is at the top of the first page.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added mastery requirements for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Mastery Requirements."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added summary of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Phenomenon."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added detailed explanation of the introductory phenomenon for this investigation to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Explanation of the phenomenon."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on how this investigation supports the continued learning progression of students to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Learning Progression Within this Course."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added guidance on potential student misconceptions to the "Investigation Information and Standards Alignment" Document. Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Possible Student Misconceptions."

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Environmental Effects on Plants (Preparation and Materials Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is

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important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should always wear safety goggles and lab coats/aprons when liquids are present in the work area.
- Although dyes/food coloring are not hazardous materials, they should still be handled with care. Dyes may stain clothing. In event of contact with eye, rinse eyes at eye wash station for 15 minutes. Reference the provided SDS link to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_843-vegetable-food-dyes/sds\\_843/](https://www.flinnsci.com/sds_843-vegetable-food-dyes/sds_843/)
- Vinegar and Salt are nonhazardous. In the event of contact with eyes, rinse with water at eyewash station for 15 minutes. Reference the provided SDS link to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_844-vinegar/sds\\_844/](https://www.flinnsci.com/sds_844-vinegar/sds_844/)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Environmental Effects on Plants (Preparation and Materials Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Location: Environmental Effects on Plants (Preparation and Materials Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should always wear safety goggles and lab coats/aprons when liquids are present in the work area.
- Although dyes/food coloring are not hazardous materials, they should still be handled with care. Dyes may stain clothing. In event of contact with eye, rinse eyes at eye wash station for 15 minutes. Reference the provided SDS link to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_843-vegetable-food-dyes/sds\\_843/](https://www.flinnsci.com/sds_843-vegetable-food-dyes/sds_843/)
- Vinegar and Salt are nonhazardous. In the event of contact with eyes, rinse with water at eyewash station for 15 minutes. Reference the provided SDS link to familiarize yourself with appropriate first aid measures: [https://www.flinnsci.com/sds\\_844-vinegar/sds\\_844/](https://www.flinnsci.com/sds_844-vinegar/sds_844/)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Environmental Effects on Plants (Preparation and Materials Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain (Materials and Preparations Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain (Materials and Preparations Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Mystery Mixtures (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.
- Oil is nonhazardous. In the event of contact with eyes, rinse with water at eyewash station for 15 minutes.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mystery Mixtures (Materials and Preparations Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mystery Mixtures (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.
- Oil is nonhazardous. In the event of contact with eyes, rinse with water at eyewash station for 15 minutes.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mystery Mixtures (Materials and Preparations Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Color Changing Anoles (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Use only GFCI-protected circuits when using electrical equipment, and keep the equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, clean up the pieces immediately and place in a broken glass box. Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin.
- Wash their hands with soap and water when done collecting the data.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Color Changing Anoles (Materials and Preparations Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Use only GFCI-protected circuits when using electrical equipment, and keep the equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, clean up the pieces immediately and place in a broken glass box. Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin.
- Wash their hands with soap and water when done collecting the data.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards

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can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles

Additional safety considerations for this investigation include:

- Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles

Additional safety considerations for this investigation include:

- Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Students should wear gloves and safety goggles at all times when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Students should wear rubber gloves at all times when handling wires/batteries
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

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Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Students should wear gloves and safety goggles at all times when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Students should wear rubber gloves at all times when handling wires/batteries
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles

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- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

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Location: Ways to Complete a Circuit, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Always wear rubber gloves when handling wires/batteries
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ways to Complete a Circuit, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store

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batteries securely.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ways to Complete a Circuit, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Always wear rubber gloves when handling wires/batteries
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

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Location: Ways to Complete a Circuit, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.
- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Leopard Images in a Mirror, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

### [View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Leopard Images in a Mirror, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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## [View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

Location: Leopard Images in a Mirror, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Location: Leopard Images in a Mirror, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Secret Substances, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Rubber Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Secret Substances, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

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- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Secret Substances, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

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- Safety Goggles
- Lab Coat/Apron

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- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

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- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Secret Substances, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

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- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Hydroponics, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Recommended safety materials for this investigation include:

- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Hydroponics, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Hydroponics, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is

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important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Hydroponics, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Seeds or live plants should be stored according to supplier instructions. Seeds and live plants may be discarded normally.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cloudy Fish Tank, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

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Original Text: New Content

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Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Ammonia is a hazardous substance, known to be hazardous when inhaled, ingested, or when making contact with skin or eyes. Store locked up.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cloudy Fish Tank, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Please refer to the Ammonia SDS and your school's policies to determine the proper disposal procedure for the ammonia.
- Disinfect work areas where bacteria were in use
- Store Ammonia locked up

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Cloudy Fish Tank, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Ammonia is a hazardous substance, known to be hazardous when inhaled, ingested, or when making contact with skin or eyes. Store locked up.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Cloudy Fish Tank, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Please refer to the Ammonia SDS and your school's policies to determine the proper disposal procedure for the ammonia.
- Disinfect work areas where bacteria were in use
- Store Ammonia locked up

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: The Power of Water, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: The Power of Water, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

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These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: The Power of Water, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: The Power of Water, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For

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this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Florida Summer Storms, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

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Current Page Number(s): N/A

Location: Florida Summer Storms, Materials and Preparation Document, Clean Up Section

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Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sand Dunes, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sand Dunes, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sand Dunes, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sand Dunes, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

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Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods, Materials and Preparation Document, Safety Considerations Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster.

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We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods, Materials and Preparation Document, Clean Up Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Feeding Astronauts (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.

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- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Wear eye protection at all times. If powder gets in eyes, rinse with plenty of water for several minutes

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Feeding Astronauts (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Feeding Astronauts (Materials and Preparation Document, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

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Recommended safety materials for this investigation include:

- Non-latex Gloves
- Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)
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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Feeding Astronauts (Materials and Preparation Document, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Glass: Glassware should be rinsed thoroughly with water and dried prior to storage in a secure, enclosed place.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mixing It Up! (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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## [View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

<https://d1yqpar94jqbqm.cloudfront.net/documents/TexasEducationAgencyTexasSafetyStandards.pdf>

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mixing It Up! (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mixing It Up! (Materials and Preparation, Section: Safety Considerations)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Students should wear safety goggles and lab coats/aprons at all times when particulates are present in the work area (sand, powder, etc.)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mixing It Up! (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Location: Mass and the State of Matter (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mass and the State of Matter (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Dispose of any broken materials, do not store cracked/damaged materials
- Test tubes should be rinsed with water and allowed to dry prior to storing
- Remove batteries/unplug power cords from any electronic materials.
- Allow heat sources to cool prior to storing

These clean up procedures should be detailed for students before they begin working with the materials. We also

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recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mass and the State of Matter (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Heat-Insulated Gloves
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Mass and the State of Matter (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For

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this investigation, we also suggest

- Dispose of any broken materials, do not store cracked/damaged materials
- Test tubes should be rinsed with water and allowed to dry prior to storing
- Remove batteries/unplug power cords from any electronic materials.
- Allow heat sources to cool prior to storing

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Non-latex gloves (do not use while handling hot glue gun, not sufficient PPE for heated substances and may melt/trap hot substances)
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Handle hot glue gun with care.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.
- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Heat-Insulated Gloves
- Non-latex gloves (do not use while handling hot glue gun, not sufficient PPE for heated substances and may melt/trap hot substances)
- Safety Goggles
- Lab Coat/Apron

Additional safety considerations for this investigation include:

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- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Handle hot glue gun with care.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Inspect batteries for acid/corrosion prior to distribution. Battery acid is a harmful substance. Dispose of any batteries with visible acid/corrosion.
- Instructors should control and supervise the use of sharp tools (e.g. safety box cutters, snippers, scissors, wire cutters)

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Hot glue guns should be disconnected from power source and allowed to cool before storage.
- Batteries: During clean-up, remove batteries from circuits/devices to mitigate risk of corrosion/acid leak. Store batteries securely.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sled Tug-O-War (Materials and Preparation, Section: Safety Considerations)

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Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Small, fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sled Tug-O-War (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Be sure to clean your work area with care! Small materials may present slip/trip hazards.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sled Tug-O-War (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Additional safety considerations for this investigation include:

- Small, fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Sled Tug-O-War (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Be sure to clean your work area with care! Small materials may present slip/trip hazards.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plant Diversity on School Grounds (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables.

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The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Account for all supplies before returning to the classroom.
- Upon returning to the classroom, all students should wash their hands thoroughly with soap and water.
- Return all supplies to their designated storage spaces.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Shadows Throughout the Day (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle lightbulb with caution, as it may get hot during use and may cause burns if handled improperly.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Shadows Throughout the Day (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Allow bulb time to cool before disconnecting.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Shadows Throughout the Day (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Students should never handle broken glass. Inspect all glass materials prior to distribution.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle lightbulb with caution, as it may get hot during use and may cause burns if handled improperly.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Location: Shadows Throughout the Day (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Allow bulb time to cool before disconnecting.
- Glass: Inspect glass materials for damage before storing. Dispose of any broken glass materials. Follow your school's policy on disposing of broken glass.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

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Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle (Materials and Preparation, Section: Safety Considerations)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Considerations

Before students begin working with materials during this investigation, it is important to review the class safety rules. It is important to point to the ADI Safety Poster and review the general safety rules on this poster.

Recommended safety materials for this investigation include:

- Non-latex Gloves
- Lab Coat/Apron
- Safety Goggles

Additional safety considerations for this investigation include:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Fallen materials may present a trip/slip hazard. Instruct students to be careful to confine materials to the work area and tread with care when these materials are present, and to clean up any materials that fall on the ground immediately.

Make sure to go over these lesson specific safety rules after you review the general safety rules on the ADI Safety Poster. We also recommend posting these rules on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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We also recommend consulting the TEA approved safety standards for kindergarten through 12th grade. These standards can be found using the following link:

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**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle (Materials and Preparation, Section: Clean Up)

Link to Updated Content:

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Original Text: New Content

Updated Text: Clean Up

Part of maintaining a safe and productive lab environment is proper clean-up of materials and disposal of consumables. The teacher implementation guide provides general instructions for establishing a general set of clean up procedures. For this investigation, we also suggest

- Double-check the area surrounding the workstation to make sure that any materials that fell during the investigation are picked up.

These clean up procedures should be detailed for students before they begin working with the materials. We also recommend posting these procedures on your classroom chalkboard/whiteboard or projecting them onto the screen so students can refer to them while conducting this investigation.

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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by

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the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Current Content:

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Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

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Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by

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the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.



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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

Proclamation 2024: Report of New Content (10/24/2023)

Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Page 982 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 983 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

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Page 985 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

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Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 994 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

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For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754825

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Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 995 of 2091

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

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Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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[View Updated Content](#)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 996 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

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Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

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Proclamation 2024: Report of New Content (10/24/2023)

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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1003 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1005 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1006 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1007 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.



**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

Proclamation 2024: Report of New Content (10/24/2023)

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1013 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1015 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1016 of 2091



Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1017 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Updated Text: Teaching Tip for In-Person Lessons  
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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024! g Tip for In-Person Lessons

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Original Text: New Content

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For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier

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in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Original Text: New Content

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For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Page 1033 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 4, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

Proclamation 2024: Report of New Content (10/24/2023)

Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754825

Current Page Number(s): N/A

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Current Page Number(s): N/A

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Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

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ISBN: 9798987754825

Current Page Number(s): N/A

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Page 1048 of 2091



Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754825

Current Page Number(s): N/A

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Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

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Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

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Updated Text: Teaching Tip for In-Person Lessons

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

Proclamation 2024: Report of New Content (10/24/2023)

Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Page 1060 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

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[View Updated Content](#)

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Page 1063 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 4, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons  
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Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons  
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Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Location: Share, Activity 2, In-Person Lesson Plan  
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Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1071 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1073 of 2091

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1074 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>g Tip for In-Person Lessons

Link to Updated Content:

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

Proclamation 2024: Report of New Content (10/24/2023)



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For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1081 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1084 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1085 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

Proclamation 2024: Report of New Content (10/24/2023)

Page 1087 of 2091

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.



**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!> Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
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Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:  
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this

stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1091 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1092 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1094 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL [https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!](https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g) Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1095 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLshhttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLshhttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLshhttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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ISBN: 9798987754825

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Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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ISBN: 9798987754825

Proclamation 2024: Report of New Content (10/24/2023)

Page 1099 of 2091

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

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Original Text: New Content

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1101 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons  
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Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons  
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Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan  
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Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1102 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching TipMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1103 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1104 of 2091



Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh<sup>t</sup>tps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1105 of 2091

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 3, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 4, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

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Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

Location: Task, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons  
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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URLsh~~https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!~~

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Current Page Number(s): N/A

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

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Original Text: New Content

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Current Page Number(s): N/A

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Page 1113 of 2091

Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

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Original Text: New Content

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Original Text: New Content

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Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1114 of 2091

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

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ISBN: 9798987754825

Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Page 1115 of 2091

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

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For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person LessonMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

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Original Text: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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ISBN: 9798987754825

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Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

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Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URLsh<sup>s</sup>https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Link to Updated Content:

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Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1118 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Original Text: New Content

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Original Text: New Content

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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ISBN: 9798987754825

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Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Link to Updated Content:

[View Updated Content](#)

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**Component: Texas ADI Learning Hub for Science, 5th Grade**

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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[View Updated Content](#)

Original Text: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

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Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1127 of 2091

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)



[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

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Link to Updated Content:

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Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1129 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1130 of 2091

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

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Link to Updated Content:

[View Updated Content](#)

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Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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Link to Updated Content:

[View Updated Content](#)

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Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

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Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
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Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Reflect, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

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Location: Report, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Location: Task, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teaching Tip for In-Person Lessons

We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

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ISBN: 9798987754825

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Location: Ideas, Activity 1, Teacher Note Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

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ISBN: 9798987754825

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Location: Ideas, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!g Tip for In-Person Lessons

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

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Location: Ideas, Activity 2, Teacher NoteMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

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ISBN: 9798987754825

Current Page Number(s): N/A

Location: Plan, Activity 1, Teaching Tip for In-Person LessonsMake sure to sign into ADI Review Site before clicking URL<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraphs to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

For those groups who may respond well to a more challenging learning experience, you can use one of the additional Plan stage graphic organizers included as an appendix in the Teacher Implementation Guide. These additional Plan stage

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graphic organizers ask students to think about a bit more information during their investigation. For example, one of the graphic organizers asks students to make an explicit hypothesis prior to beginning the investigation. Another way to challenge students is to not provide a graphic organizer for the plan stage at all. This approach requires students draw on prior experiences in planning and carrying out investigations to develop their plan without the scaffold of the graphic organizer.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 1, Teaching Tip for In-Person Lesson Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph (paragraph 2) to the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Do, Activity 2, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For those groups who may have finished early, you can use the questions posted to the wonder wall you created earlier in the investigation as an extension activity. We suggest having those groups pick a question from the wonder wall and use this time to collect data in order to answer that question as well. You should help the group choose a question that is appropriate for the amount of time remaining as well as the available equipment for data collection.

**Component:** *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1137 of 2091

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 2, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the In-Person Lesson Plan:

Moving between groups also provides an important opportunity for formative assessment.. You should take notes on what students understand and what they remain unclear on. The next stage (Share) provides an opportunity for reteaching those topics students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Share, Activity 3, Teaching Tip Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a Teaching Tip for In-Person lessons that provides guidance on:

1. Evaluating student groups' initial arguments
2. How to support groups who make initial arguments inconsistent with the scientifically accepted claims
3. Managing the class for those students who finish early

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 1, Teaching Tip for In-Person Lessons Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: Report, Activity 2, Teaching Tip for In-Person Lessons  
Make sure to sign into ADI Review Site before clicking URL  
<https://adilearninghub.com/advanced-search/v3/login>  
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:  
For students who have peer review feedback with few areas for improvement, we suggest using the more advanced peer review guide. This will provide more in-depth guidance for peer reviewers, leading to additional feedback for students on how to improve their scientific writing. This will also benefit the peer reviewers, by drawing attention to additional criteria on which to evaluate the quality of a written scientific argument.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Measureable Physical Properties Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Properties Before and After Mixing Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1139 of 2091

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Composition of Matter Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Properties and Conservation of Matter Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Unequal Forces Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Balanced and Unbalanced Forces Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Transformations of Energy in Systems Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Nature of Light Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Energy Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Shadows Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Water Cycle Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Earth Surface Changes Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Rock Cycle Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Management of Natural Resources Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1142 of 2091

Original Text: New Content

Updated Text: Added assessment titled "Space and Earth Systems Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Organisms and the Environment Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Ecosystems Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Human Activities and Ecosystems Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Added Assessment titled "Organisms and Environments Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Structures that Help Animals Survive Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added Assessment titled "Behaviors Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Structures and Behaviors Summative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Possible Careers in STEM Summative Assessment"

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added assessment titled "Possible Careers in STEM Educative Assessment"

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 2 of Updated Teacher Implementation Guide

Location: Page 2 of Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Introduction to the Teacher Implementation Guide. The new text is 3 paragraphs in length, all on page 2.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 11 of the updated Teacher Implementation Guide

Location: Page 11 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Included a subsection titled "The Role of the Teacher." This section includes 2 paragraphs, all on the bottom of page 11.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: First full paragraph of the page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: The third activity of this stage is important because students' prior knowledge and experiences related to the phenomenon or problem should always be used as a starting point for student sense-making. The development of initial models on their own helps to make each individual student's ideas visible so teachers can learn more about each student's thinking. With this information the teacher can make modification to the lesson as needed and, most importantly, leverage the prior knowledge and experiences of the students in their classes as a useful tool for figuring why something happens in the world around them or to develop a solution to the problem. The generation of a list of "things we need to learn more about" also help student identify gaps in their understand and create a desire to learn.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 14 of the updated Teacher Implementation Guide

Location: Hints for the Task Stage box. Hint 6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 6. Activities such as (a) introducing a phenomenon, (b) making the guiding question of the investigation explicit, and (c) eliciting students' current ideas about why or how the phenomenon occurs are designed to help students comprehend more of what they read during later stages of the investigation. These activities also encourage students to be active readers who engage with a text on a deeper level because they create a need for student to read to learn and provides them with a framework for making sense of the information found in the text.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Hints for the Do Stage box. Hint 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 4. For groups that finish collecting and analyzing data early, you can use the questions posted to the Wonder Wall you created during the Task stage as an extension activity. Students can choose a second question to investigate while their classmates are still working on the guiding question of the investigation.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 21 of the updated Teacher Implementation Guide

Location: Changes begin with the last paragraph on p. 21. This paragraph begins with the sentence "Each group of students creates a draft argument..." The new content continues until the last paragraph of page 23.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content expands on the Share stage of an ADI investigation. The new content:

1. Provides more information on the nature of a scientific argument
2. Provides information on the role of claims, evidence, reasoning, and justification in the ADI instructional model.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 29 of the updated Teacher Implementation Guide

Location: Hints for the Share Stage box. Hint 7

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7. If you choose to provide time for students to collect additional data in response to peer feedback, some students may not feel the need to collect more data. For these students, you can use the questions posted to the Wonder Wall during the Task stage as an extension activity. These students can pick a question from the Wonder Wall and collect data to answer the additional question.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 38 of the updated Teacher Implementation Guide

Location: Hints for the Report Stage box. Hint 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7. For those groups who may respond to a more challenging learning experience, you can use the advanced Peer Review Guide included as an appendix. This additional Peer Review Guide increases the rigor of what counts as quality in science by including additional topics for consideration. For example, students are asked to provide feedback regarding the use of symbols as part of an argument. When using the advanced Peer Review Guide, make sure that both the author of the report and the students reviewing the report are ready for the additional challenge.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 40-41 of the updated Teacher Implementation Guide

Location: Section titled "Supports for Implementing Investigations."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content includes an introductory paragraph to the section and 3 subsections. The subsections are titled:

1. Investigation Information and Standards Alignment Document
2. Materials and Preparation Document
3. Lesson Plans and Tips for Teaching

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**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 41-48 of the updated Teacher Implementation Guide

Location: Section Titled "Differentiation of Instruction for Students with Different Needs."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new section on differentiation of instruction. The section begins on page 41 and ends on page 48, This content was added in response to feedback during the Texas Resource Review. The section on differentiation includes the following five subsections:

1. Meaningful, Rigorous, and Equitable by Design (p. 41-42)
2. Modification to instructional materials (p. 42-43)
3. Accomodation Embedded into the Instructional Materials (p. 43-44)
4. Additional Accomodations (p. 44-45)
5. Supporting Emerging Multilingual Students (p. 45-48)

The subsection on supporting emerging multilingual students provides information on accomodating students in each of the 4 domains of English Language Proficiency at each level of proficiency, as defined by the ELPS.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 48-51 of the updated Teacher Implementation Guide

Location: Section titled "Creating a Safer Learning Environment for Investigations and Design Challenges"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a new section on classroom safety. The section begins on page 48 of the updated Teacher Implementation Guide and ends on page 51. This section was added in response to feedback during the Texas Resource Review. The section on classroom safety includes the following four subsections:

1. The Physical Environment
2. The Proper Use of Personal Protective Equipment
3. The Creation of Classroom Rules and Procedures
4. Cleaning Up after an Investigation or Design Challenge

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 54 of the updated Teacher Implementation Guide

Location: The text under the heading "Mid-Unit Educative Assessments" at the bottom of p. 54.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Added a section on the mid-unit educative assessments added in response to feedback during the Texas Resources Review. The updated content includes:

1. Text on the role of educative assessments in the program
2. A table providing guidance to teachers on how to adjust instruction in light of the midunit educative assessments

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ISBN: 9798987754825

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: First sub-section the page, titled "End of Unit Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added section on the end of unit assessments added in response to feedback during the Texas Resource Review.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Page 59 of the updated Teacher Implementation Guide

Location: Bottom of page 59 under heading "Consistent Administration of Formal Assessments."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: It is important to administer the Mid-Unit Educative Assessments and end of unit Summative Assessments in a fair and consistent manner. To ensure teachers do so, we have embedded teacher notes into the Learning Hub on how to administer each assessment. Following these teacher notes will ensure that each assessment is administered in the same way to all students. In the next section, we also provide details on how to assign Q&A assessments, Mid-Unit Educative Assessments, and end of unit Summative Assessments.

When assigning any assessments, teachers must be mindful of any required accommodations for students with different needs. The assessment system can be configured to provide additional time or other supports for students that are entitled to such accommodations. Upon assigning an assessment to a class, the teacher can then change the due date for students in accordance with any time requirements. The immersive reader is also embedded into the assessments, so students can utilize the language functions if needed.

In general, we suggest that when administering assessments, teachers should always defer to any district or school rules. Teachers must follow any required accommodations for an individual student.

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ISBN: 9798987754825

Current Page Number(s): Page 60 of the updated Teacher Implementation Guide

Location: Top of page 60, the section titled "Fostering Connections between Home and School."

Link to Updated Content:

[View Updated Content](#)

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Page 1149 of 2091

Original Text: New Content

Updated Text: Added a section on how to foster connections between home and school. This section begins on page 60 and ends on page 62 of the updated Teacher Implementation Guide. Content was added in response to feedback during the Texas Resource Review. The section of fostering connections between home and school includes the following two subsections:

1. Parent or Caregiver Letter
2. Meetings with Parents or Caregivers

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 99-101 of the updated Teacher Implementation Guide.

Location: Text and table under the heading "Assessment Verification"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a table to verify the assessment of each TEKS. This section begins on page 99 and ends on page 101 of the updated Teacher Implementation Guide. The new content includes:

1. A table listing each student expectation in the TEKS as well as the investigations, educative assessments and summative assessments where the student expectation is assessed
2. Text providing context for the table.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 102-104 of the updated Teacher Implementation Guide

Location: Text and table under the heading "Pacing."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a pacing guide to provide more explicit guidance on the instructional calendar. Added content begins on page 102 and ends on page 104. Content was added in response to feedback from the Texas Resource Review. The additional content includes:

1. Table listing each activity and the number of instructional days needed to complete each activity under a 180 day, 150 day and 120 day calendar.
2. Guidance for how to break up each investigation or design challenge over multiple days
3. Text providing content for the tables

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 106-109 of the updated Teacher Implementation Guide

Location: List of references under the heading "References."

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated reference list to reflect changes made throughout the Teacher Implementation Guide

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 112-119 of the updated Teacher Implementation Guide

Location: Series of graphic organizers after the title page "Appendix 2: Additional Plan Stage Graphic Organizers."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added the following Plan stage graphic organizers as an appendix:

1. Testing a Hypothesis
2. Identifying Errors
3. Important Ideas, RTCs and Practices
4. Planning Your Own Investigation

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 120-122 of the updated Teacher Implementation Guide

Location: Section beginning with the title page "Appendix 3: Advanced Peer Review Guide"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added an additional peer review guide for teachers to use if they choose.

**Component: *Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Current Page Number(s): Pages 123-126 of the updated Teacher Implementation Guide

Location: Section begins with the title page "Appendix 4 Parent/Caregiver Meeting Form."

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a form to use when teachers meet with a student's parents/caregivers.

# Publisher: Discovery Education Inc

## Science, Grade 5

### Program: *Science Techbook for Texas by Discovery Education - Grade 5: TEKS*

**Component:** *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 12

Location: Turn and Talk, below second bullet

Original Text: New Content

Updated Text: • What type of shoes should you wear while playing ball games in order to stay safe? [Sample response: You should wear sneakers or tennis shoes when playing a ball game.]  
• How did you follow the lab safety guidelines during the investigation? [Student responses will vary. Sample response: I made sure not to throw balls.]

**Component:** *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 8

Location: Turn and Talk, below second bullet

Original Text: New Content

Updated Text: • What type of shoes should you wear while playing ball games in order to stay safe?  
• How did you follow the lab safety guidelines during the investigation?

**Component:** *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 39

Location: Table, Record It! column, below existing items

Original Text: New Content

Updated Text: Students can create a bar graph showing favorite sports activities that involve energy transferred to objects by applying forces

**Component:** *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 68

Location: Part 2 > Top of page, above Turn and Talk

Original Text: New Content

Updated Text: Select one student group's data and have the students assist you in creating a bar graph.

**Component:** *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

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Current Page Number(s): 68

Location: Turn and Talk, below existing bullets

Original Text: New Content

Updated Text: Work with your teacher to create a class bar graph of the data from Part 2. What does the graph tell you about the relationship between force and distance traveled? Sample response: The more force applied, the further the car traveled.

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 56

Location: Turn and Talk

Original Text: New Content

Updated Text: Work with your teacher to create a class bar graph of the data from Part 2. What does the graph tell you about the relationship between force and distance traveled?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 19

Location: Turn and Talk, below existing bullets

Original Text: New Content

Updated Text: How did you stay safe during the investigation? Sample response: We did not put the materials in our mouths, and we followed the guidelines.

Why is it important to use a hand lens to observe the ecosystem? Sample response: Using the hand lens helps you to observe without having to pick up anything in the ecosystem.

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition***

ISBN: 9781616292348

Current Page Number(s): 17

Location: Turn and Talk, below existing bullets

Original Text: New Content

Updated Text: How did you stay safe during the investigation?

Why is it important to use a hand lens to observe the ecosystem?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 51

Location: What You Will Do, below second paragraph

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Explain to students that the investigation will involve recording data over time using a table. We can record data collected over time in tables or in line graphs. We cannot use bar graphs to represent data over time. Bar graphs are used to represent data in categories.

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Safety in the Classroom

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Safety Poster

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Scope and Sequence

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fdc62720-2972-416f-ad04-9a3fd742e9ae>

Location: Unit 4 > Concept 1 > Lesson 3 > Hands-On Activity > Educator Notes > Slide 10 > Investigating a Local Ecosystem

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fdc62720-2972-416f-ad04-9a3fd742e9ae>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 9 > Safety, bulleted text

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fdc62720-2972-416f-ad04-9a3fd742e9ae>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 16 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition***

ISBN: 9781616292348

Current Page Number(s): 17

Location: Turn and Talk, bulleted questions

Original Text: New Content

Updated Text: • How do other organisms interact with the biotic or abiotic factor you chose to remove from the ecosystem?

- How would removing this factor impact the survival of other organisms in the ecosystem?
- How did you demonstrate the use of safety equipment during the field investigation?
- How did you stay safe during the investigation?
- Why is it important to use a hand lens to observe the ecosystem?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 19

Location: Turn and Talk, bulleted questions

Original Text: New Content

Updated Text: • How do other organisms interact with the biotic or abiotic factor you chose to remove from the ecosystem? Student responses will vary. Sample responses: Fish also eat worms. Worms eat the dead and decaying grass. Worms live in rotten logs from fallen trees.

- How would removing this factor impact the survival of other organisms in the ecosystem? Sample response: Without worms, there will be less available food sources for the organisms in the ecosystem. Worms are decomposers that help break down decaying matter, so without them, dead organisms would stay around longer. Worms also return nutrients to the soil that help the grass and trees survive and grow, and these plants are sources of food and shelter for other living things.
- How did you demonstrate the use of safety equipment during the field investigation? Sample response: Student responses will vary. Sample response: I wore gloves whenever I was touching water or rocks in the ecosystem.
- How did you stay safe during the investigation? Sample response: We did not put the materials in our mouths, and we followed the guidelines.
- Why is it important to use a hand lens to observe the ecosystem? Sample response: Using the hand lens helps you to observe without having to pick up anything in the ecosystem.

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/439f11e0-fc2b-46e9-b274-de1ec4e8065e>

Location: Unit 3 > Concept 1 > Lesson 2 > Hands-On Activity > Educator Notes > Slide 13

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 13

Location: Part 2, paragraph and ASK questions following the pencil box

Original Text: New Content

Updated Text: After students have completed their data table, explain that they will be constructing a line graph. Say, a line graph is a type of graph that shows change over time. In this investigation, you measured how the shadow's length and angle changed throughout the day. You will construct a line graph to show how the shadow's length changed hour by hour during the day.

Remind students that graphs have an x-axis and a y-axis. The x-axis is the horizontal axis, and the y-axis is the vertical axis. Students will need to select a scale to record time on the y-axis. Support students as needed to determine the appropriate scale.

ASK

- Which variable belongs on the x-axis? Sample response: Time
- Which variable belongs on the y-axis? Sample response: Shadow length

Direct students to construct their line graphs on a piece of graph paper. Remind them to label their axes and add a graph title. Demonstrate to students how to find a point on their graph. Students should use their protractors to draw straight lines to connect their dots. Encourage students to share their graphs with small groups upon completion.

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/439f11e0-fc2b-46e9-b274-de1ec4e8065e>

Location: Unit 3 > Concept 1 > Lesson 2 > Slide 12 > Part 2, Step 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): <https://app.discoveryeducation.com/learn/player/439f11e0-fc2b-46e9-b274-de1ec4e8065e>

Location: Unit 3 > Concept 1 > Lesson 2 > Slide 14 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 12

Location: Turn and Talk, below existing bullets

Original Text: New Content

Updated Text: • How did you construct your line graph?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 14

Location: Turn and Talk, directions and bulleted text, below existing bulleted questions and responses

Original Text: New Content

Updated Text: • How did you construct your line graph? Sample response: I first created a title for my graph. Then I labeled the x-axis with time and the y-axis with shadow length. I used my data table to plot points on the graph. Finally, I connected the dots using my protractor to make straight lines.

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940>

Location: Unit 2 > Concept 2 > Lesson 2 > Hands-On Activity > Slide 10 > Part 1, Step 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940>

Location: Unit 2 > Concept 2 > Lesson 2 > Slide 18 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1158 of 2091

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 44

Location: Turn and Talk, below existing bulleted questions

Original Text: New Content

Updated Text: • How well did your solution meet the problem?  
• How would you improve your design if you had to do it again?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72371e40-73be-4782-8862-57257b1c11d1>

Location: Unit 1 > Concept 1 > Lesson 9 > Turn and Talk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition***

ISBN: 9781616292263

Current Page Number(s): 45

Location: Turn and Talk, question text

Original Text: New Content

Updated Text: • Why are physical properties such as strength and durability important to architects and builders?  
• What did you learn from exploring additional resources to investigate a STEM career?

**Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): 48

Location: After Reading, Turn and Talk, question and response

Original Text: New Content

Updated Text:

• Why are physical properties such as strength and durability important to architects and builders? Sample response: They need to know that the materials they use for building will be strong enough not to fall down and last a very long time.  
• What did you learn from exploring additional resources to investigate a STEM career? Sample response: Student responses will vary. Sample response: I learned that chemists measure chemicals when making mixtures and solutions.

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**Component: *Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72371e40-73be-4782-8862-57257b1c11d1>

Location: Unit 1 > Concept 1 > Lesson 9 > Slide 6 > Directions

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

## **Publisher: EduSmart**

### **Science, Grade 5**

#### **Program: *2024 EduSmart Science Grade 5: TEKS***

**Component: *2024 EduSmart Science Grade 5***

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: *2024 EduSmart Science Grade 5***

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: *2024 EduSmart Science Grade 5***

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1160 of 2091



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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78194E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78E+12

Link to Current Content:

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Current Page Number(s): none

Proclamation 2024: Report of New Content (10/24/2023)

Page 1161 of 2091

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 5**

ISBN: 9.78E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

## **Publisher: Great Minds**

### **Science, Grade 5**

#### **Program: *PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS***

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Science Logbook***

ISBN: 9798885885485

Current Page Number(s): 62

Location: Lesson 17 Activity Guide C

Original Text: New Content

Updated Text: "Brainstorm a solution on your own. Draw and label your idea."

[insert drawing box]

"Select a solution with your group. Draw and label the solution."

[insert drawing box]

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Science Logbook***

ISBN: 9798885885485

Current Page Number(s): 74

Location: Lesson 21 Activity Guide B, second page

Original Text: New Content

Updated Text: Insert these questions, both followed by writing lines:

"Respond to the following question on your own.

How do the parts of your irrigation system work together to conserve water?"

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Science Logbook***

ISBN: 9798885885485

Current Page Number(s): 75

Location: Lesson 22 Activity Guide A

Original Text: New Content

Updated Text: Replace the activity in Lesson 22 Activity Guide A with an activity for students to create a line graph to predict the water supply in Texas for the years 2020 through 2060.

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 207

Location: Lesson 18, Learn, Imagine a Solution

Original Text: New Content

Updated Text: "Prompt students to individually brainstorm ideas for a solution. Direct students to the Imagine section of their Science Logbook (Lesson 17 Activity Guide C) to draw and label their solution ideas."

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 207

Location: Lesson 18, Learn, Imagine a Solution

Original Text: New Content

Updated Text: After "...and ask" insert the following:

"students to share their individual ideas with their group. After groups brainstorm designs, have them select the best solution and draw and label that solution in their Science Logbook."

REVISION:

"Have students rejoin their engineering groups, and ask students to share their individual ideas with their group. After groups brainstorm designs, have them select the best solution and draw and label that solution in their Science Logbook."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 228

Location: Learn: Share Solutions, paragraph above the inline Check for Understanding box, first sentence

Original Text: New Content

Updated Text: "Have students reflect individually on their knowledge and participation in their Science Logbook (Lesson 21 Activity Guide B)."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 228

Location: Learn: Share Solutions, paragraph above the inline Check for Understanding box, first sentence

Original Text: New Content

Updated Text: "Then have students write a response to the prompt to explain how parts of their irrigation system design work together to conserve water."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 228

Location: Lesson 21, Learn, Share Solutions

Original Text: New Content

Updated Text: Insert the following text at the end of the third paragraph (starts with "Have students reflect individually..."):

"Finally, facilitate an Inside–Outside Circles routine. Have students individually use their written explanation to orally explain to a partner how their irrigation system design works to solve the water conservation problem."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 234

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Launch, paragraph at the bottom of page 234, first sentence

Original Text: New Content

Updated Text: "Direct students to the Texas water predictions graph in their Science Logbook (Lesson 22 Activity Guide A)."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 234

Location: Launch, paragraph at the bottom of page 234, second sentence

Original Text: New Content

Updated Text: "Tell students that the graph shows water data for all of Texas."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 235

Location: Launch, first paragraph on page 235, first sentence

Original Text: New Content

Updated Text: "Point to and read aloud the title. Tell students that the graph shows predictions about the volume of water (in acre-feet) available in Texas for the years 2020 through 2060. Explain that the predictions are based on patterns that people observed in data in the past."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 235

Location: Launch, first paragraph on page 235, second and third sentences

Original Text: New Content

Updated Text: "Work with students to add a title to each axis."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 235

Location: Launch

Original Text: New Content

Updated Text: Delete the following text and sample student graph: "What data does this graph show?  
. This graph shows how much water is available each year in Texas.  
. The graph shows the amount of water that will be available in future years.  
Use student responses to create a title for the graph. Instruct students to record the title on the graph in their Science Logbook (Lesson 22 Activity Guide A).  
Sample student response:

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 236

Location: Launch, paragraph that begins "Highlight responses that relate. . ."

Original Text: New Content

Updated Text: New content added to address TEKS 3.7B. Students record their plan for a descriptive investigation about how to move a scooter board with an attached rope from a start line to finish line by changing its motion. Student investigation plans should include steps for pulling on the rope to move the scooter from one location to another while changing its motion (e.g., how to stop or start the scooter moving or move it faster and slower).

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 236

Location: Launch, graph from Lesson 22 Resource A

Original Text: New Content

Updated Text: Add the new graph of predicted volume of water available in Texas.

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 236

Location: Launch, paragraph before the last Teacher Question

Original Text: New Content

Updated Text: To the end of the paragraph, add "Invite a few students to share how their predictions about the water that will be needed compare to the predictions on the graph. Then ask the following question."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 394

Location: Lesson 22 Resource A

Original Text: New Content

Updated Text: Add the new graph of predicted volume of water available in Texas.

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Science Logbook***

ISBN: 9798885885485

Current Page Number(s): iv

Location: Table of Contents, Lesson 22 Activity Guide A

Original Text: New Content

Updated Text: "Lesson 22 Activity Guide A: Create a Line Graph"

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Ecosystems Teacher Edition***

ISBN: 9798885885317

Current Page Number(s): 128

Location: Learn: Model Bird Beaks, last paragraph

Original Text: New Content

Updated Text: Add the following sentence to the end of the last paragraph: "Explain to students that bird beak structures are different shapes and sizes because birds adapt to the food sources available to them in the environments where they live."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Science Logbook***

ISBN: 9798885885508

Current Page Number(s): 107

Location: Lesson 2 Activity Guide B, Data section

Original Text: New Content

Updated Text: Added a fourth row to the data table to accommodate additional content.

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Science Logbook***

ISBN: 9798885885508

Current Page Number(s): 150

Location: Plan Your Presentation

Original Text: New Content

Updated Text: Change "we" to "I" in the presentation checklist.

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 490

Location: Overview, Spotlight Lessons Map, Stopping a Light Rail Train section, TEKS columns

Original Text: New Content

Updated Text: Insert "5.3B" below "5.3A" and above "5.5A"

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 495

Location: Overview, Focus Standards, 5.3

Original Text: New Content

Updated Text: In 5.3B, apply italics to "individually and"

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**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 520

Location: Learn: Develop Investigation Plans, first paragraph after the first Teacher Question and sample student responses to that question, first sentence

Original Text: New Content

Updated Text: "Display a Hall's car and inform students they will be using the car to model how forces affect the speed of a train car in the light rail train system."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 525

Location: Learn: Develop Investigation Plans, second Sample Student Response chart

Original Text: New Content

Updated Text: Revision: "Strength of force is 0, 3, 4, and 5 N"

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 525

Location: Learn: Develop Investigation Plans, paragraph after the second Sample Student Response chart, after the first sentence

Original Text: New Content

Updated Text: "Circulate and guide students as necessary to add a column heading for strength of force and row entries for 0 N, 3 N, 4 N, and 5 N."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 527

Location: Land, after the first paragraph

Original Text: New Content

Updated Text: Add a Teacher Question: "Why is it important to complete a trial with 0 N?"

Add two sample student responses:

"-So we can determine what happens when no force is applied to the train model.

-So we can model balanced forces to determine how they affect the train's motion."

Add a new paragraph: "Agree that applying a force of 0 N will demonstrate balanced forces acting on the train."



**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 529

Location: Learn: Conduct Force Investigations, sample student response data table

Original Text: New Content

Updated Text: Add a new row to the data table above the row for 3 N. In the new row:

Strength of Force column: "0 N"

Trial 1 through Trial 5 columns: "No motion"

Middle Number column: "No motion"

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 530

Location: Learn: Analyze Data and Revise Claims, sample student response chart above the inline Check for Understanding box, Evidence column

Original Text: New Content

Updated Text: Revised Evidence column: "At 5 N, the train model traveled 100 cm in 0.85 seconds. At 3 N, the train model traveled 100 cm in 1.76 seconds. At 0 N, the train model did not move. Our observations show that when we use a stronger force, the train model travels faster."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 530

Location: Learn: Analyze Data and Revise Claims, inline Check for Understanding box, TEKS Assessed, 5.7A

Original Text: New Content

Updated Text: Apply bold to "equal and" in 5.7A.

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 530

Location: Learn: Analyze Data and Revise Claims, below the inline Check for Understanding box

Original Text: New Content

Updated Text: "Highlight student investigation data to confirm that unbalanced forces cause a change in motion and balanced forces do not cause a change in motion."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

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Current Page Number(s): 544

Location: Standards Addressed table

Original Text: New Content

Updated Text: In the Scientific and Engineering Practices table, insert standard 5.3B below 5.3A. Apply bold to all words in the standard.

"5.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 550

Location: Lesson 5, Check for Understanding, TEKS Assessed box

Original Text: New Content

Updated Text: In 5.3A, apply bold to "and propose solutions".

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 550

Location: Lesson 5, Check for Understanding, TEKS Assessed box

Original Text: New Content

Updated Text: Insert standard 5.3B below 5.3A and above 5.5B. Apply bold to all words in the standard.

"5.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 550

Location: Lesson 5, Check for Understanding, Evidence box

Original Text: New Content

Updated Text: Revise "Once the forces are balanced, the train stops moving (5.7A)." to "Students communicate the solution individually in writing and orally (5.3B) that once the forces are balanced, the train stops moving (5.7A)."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 609

Location: Lessons 11-15 Overview, Standards Addressed

Original Text: New Content

Updated Text: In 5.3B, apply bold to "individually and".

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**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 622

Location: Learn: Ask About, Imagine, and Plan Solutions, sample student responses before the first inline Check for Understanding box

Original Text: New Content

Updated Text: "If we can balance the forces on the wheelchair, we can stop it from moving."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 639

Location: Lesson 15, Learn, Prepare to Share

Original Text: New Content

Updated Text: "Ensure that each student records notes for their individual role."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 639

Location: Lesson 15, Learn, Share Accessible Designs

Original Text: New Content

Updated Text: "Remind students that each group member should use their notes in their Science Logbook (Lesson 12 Activity Guide) as they share their individual part of the presentation."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 640

Location: Lesson 15, Learn, Share Accessible Designs, Check for Understanding, TEKS Assessed box

Original Text: New Content

Updated Text: In 5.3B, apply bold to "individually and".

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 32

Location: Lesson 2, Immediately after "Sample anchor evidence organizer:"

Original Text: New Content

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Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 275

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/2999>)."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 532

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/3000>)."

**Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 534

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/3000>)."

**Component: *Ecosystems Teacher Edition***

ISBN: 9798885885317

Current Page Number(s): 324

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/3001>)."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 330

Proclamation 2024: Report of New Content (10/24/2023)

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/3002>)."

**Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 657

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (<http://phdsci.link/3003>)."

## **Publisher: Houghton Mifflin Harcourt**

### **Science, Grade 5**

**Program: *HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS***

**Component: *HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.6.A, add new screen after Day 7 screen 3

Location: New full screen

Original Text: New Content

Updated Text: "Many observable or testable physical properties can be used to compare and contrast matter besides those explored in the investigations.

For example, some matter is solid, such as rocks. Solids have a fixed volume and do not take the shape of their container. Liquids like water also have a fixed volume, but they will take the shape of a container. For example, milk poured out of a carton into a glass changes its shape. Gases like air do not have a fixed volume. They will spread out to fill whatever container they are in.

Another property that can be used to compare and contrast matter is magnetism. A magnet will pull metal paper clips towards itself. Most nonmetals, such as plastic and wood, will not be attracted by a magnet."

**Component: *HMH Into Science Texas Teacher License Digital Grade 5***

ISBN: 9780358860235

Link to Current Content:

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Current Page Number(s): Earth Processes (TEKS 5.10) Test, p. 3

Location: Item 4, Question

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Original Text: New Content

Updated Text: "Petroleum and natural gas are fossil fuels formed from the remains of once-living organisms. Use the pictures to model the processes that led to the formation of fossil fuels. Use 1, 2, 3 to order the steps of the process from first to last."

[image of 3 organisms under water above layers of material] "Plant and animal remains get covered by more and more layers of silt and sand."

[image of drilling equipment and layers of material] "Layers of matter are under high heat and pressure and become gas."

[image of 6 organisms] "Small plants and animals die and are buried on the ocean floor."

**Component: *HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.10.C Day 4, Screen 2

Location: Materials, add after first bullet point

Original Text: New Content

Updated Text: "• a paper towel roll cut in half

• aluminum foil"

**Component: *HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.10.C, Day 4, Screen 3

Location: Step 1, Step 2, step 3 and step 4 paragraphs

Original Text: New Content

Updated Text: "Step 1

Use proportions to set up your model river. Cover the inside of the paper towel roll with aluminum foil. Partially fill up your paper towel roll so that it is about two-thirds full of sand. Make sure the sand is about 5–7 cm deep. Pat down the sand so it does not move.

Step 2

Then, use your books to elevate one side of the paper towel roll. Pour water in the bottom of your roasting pan to form an "ocean". Place the paper towel roll so the lower end rests in the pan and the river drains into the ocean.

Step 3

In your notebook, draw a sequence map to show what your model currently looks like.

Step 4

Put on your goggles. Slowly pour two cups of water a little bit at a time near the top of the paper towel roll into your river. Watch what happens along the river and at the base of the pan in the ocean."

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Current Page Number(s): TEKS Lesson 5.10.C, Day 4, Screen 4

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Location: Step 6, step 7, step 8 paragraphs

Original Text: New Content

Updated Text: "Step 6

Repeat Steps 4–5 until you have poured 10 total cups down your pan. When you repeat the steps, try to change how you pour the water. Pour it faster or slower. Record this on your sequence map.

Step 7

Make sure to draw the final state of your model in your sequence map."

**Component: *HMH Into Science Texas Teacher License Digital Grade 5***

ISBN: 9780358860235

Current Page Number(s): Grade 5 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 5 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 43

Location: Paragraph 2, below write-on lines

Original Text: New Content

Updated Text: "Scientific discoveries made by scientists long ago impact science today. More than 400 years ago, scientists found that glass could be shaped to magnify small things or make distant objects appear much closer. The discovery of this property of glass allowed scientists to make additional scientific discoveries. For example, using these lenses they made microscopes that could be used to see forms of life they never knew existed. Another use of these lenses allowed people to see the moon and planets in the solar system much more closely. One of the first things they could see was that Jupiter had moons just like Earth has a moon. Through time scientists have improved the technology of making lenses and mirrors that allow us to see very small objects and very distant objects. New telescopes use these discoveries and improvements to look farther away than has ever been possible.

Explain how science has been impacted by the discovery of making lenses."

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ISBN: 9780358859758

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Current Page Number(s): TEKS Lesson 5.6.A, Day 8, Screen 5

Location: Paragraph 1

Original Text: New Content

Updated Text: "Scientific discoveries made by scientists long ago impact science today. More than 400 years ago, scientists found that glass could be shaped to magnify small things or make distant objects appear much closer. The discovery of this property of glass allowed scientists to make additional scientific discoveries. For example, using these lenses they made microscopes that could be used to see forms of life they never knew existed. Another use of these lenses allowed people to see the moon and planets in the solar system much more closely. One of the first things they could see was that Jupiter had moons just like Earth has a moon. Through time scientists have improved the technology of making lenses and mirrors that allow us to see very small objects and very distant objects. New telescopes use these discoveries and improvements to look farther away than has ever been possible."

Short answer interactivity:

Prompt: "Explain how science has been impacted by the discovery of making lenses."

Sample Answer: "Making lenses let scientists see things that they could never see before. This led to discoveries of very tiny living things. It also allowed scientists to observe and study the Solar System and add to our knowledge of the universe. Improvements on those lens systems is allowing us to see farther into space than we ever have before where we can likely make new discoveries."

**Component: *HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 30

Location: Column 2, above Differentiation: Challenge

Original Text: New Content

Updated Text: "Support for Student Answers

Explain how science has been impacted by the discovery of making lenses. Sample Answer: Making lenses let scientists see things that they could never see before. This led to discoveries of very tiny living things. It also allowed scientists to observe and study the Solar System and add to our knowledge of the universe. Improvements on those lens systems is allowing us to see farther into space than we ever have before where we can likely make new discoveries."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:  
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Current Page Number(s): p. 201

Location: Paragraph 1, image of Steven Chu, and paragraphs 2–3

Original Text: New Content

Updated Text: Image of Marshall Watson

"Marshall Watson, PhD is a petroleum engineer. Petroleum engineers find ways to extract petroleum, including oil and gas, from different sources. Petroleum engineers must be knowledgeable in many fields of science, and experts in properties of matter, properties of rock, as well as energy transformations. To successfully extract oil, petroleum

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engineers know that oil has a different relative density than water, so it floats. They know that liquids can move between layers of rocks also. This knowledge is used to design and improve technology to find fossil fuels.

Watson began his career in 1981 as a reservoir engineering expert. Reservoir engineering is the part of petroleum engineering that focuses on how to extract the petroleum without losing any to the surrounding rocks. Watson's work took him all over the United States planning new extraction sites and improving efficiencies at existing locations. After a 30-year career in the field, Watson returned to college. He received his doctorate in petroleum engineering from Texas Tech in 2008. Now, Watson uses his extensive knowledge to help other petroleum engineers. He holds two patents for inventions that help drill new sources of natural gas. His horizontal drilling invention uses high-powered water jets and allows petroleum companies to reach sources of energy that a traditional vertical drilling method alone cannot. His hydraulic fracturing invention also uses water. The water breaks up underground rock so that the petroleum can be reached. Each of these inventions built upon previous scientific work to reach deeper and more challenging pockets of petroleum.

Since 2013, Watson has been a professor at Texas Tech. He is the chair of the Bob L. Herd Department of Petroleum Engineering. He is the past president of the Society of Petroleum Evaluation Engineers where he mentored others. Under Watson's leadership, the Texas Tech's East Campus Oilfield Technology Center has grown to the premier petroleum research location in the country. In 2023, they expanded their facility to include a complete working oil rig that students can use to learn. Students are able to model changes to the systems to make it more efficient and potentially cheaper too."

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:

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Current Page Number(s): p. 202

Location: Paragraph 1, image of Steven Chu working, and paragraphs 2–4

Original Text: New Content

Updated Text: Image of Steven Chu

"Steven Chu, PhD is a physicist. A physicist is a scientist who studies matter, energy, and motion. Physicists also study how these forces can be used to support the things we do and need in everyday life, such as energy. Physicists analyze and collect data, perform studies, and run simulations to better understand how things in life work.

Chu received his doctorate in physics from the University of California–Berkeley in 1976. Chu and his colleagues studied how tiny particles can be cooled and trapped with lasers. He won the Nobel Prize in Physics in 1997 for this discovery.

Chu served as the 12th United States Secretary of Energy from 2009 to 2013. Chu was the first Asian American to hold this position. The U.S. Secretary of Energy is the head of the Department of Energy for the country.

Chu wants to see more research on science that our rapidly changing society can benefit from, such as renewable energy, nuclear power, and even alternative building materials. Energy storage costs and development are very high, so research and investment are needed to make renewable or nuclear energy sources more affordable for all countries. He advocates for smart building solutions, like using more wood in structures. Buildings made from wood are strong and safe, and wood is quicker to be replenished than traditional building materials.

Chu uses the example of improvements of batteries over time. Have you ever tried to use a very old battery in a portable gaming device? Chances are it only worked for a few minutes before the screen turned off! Batteries from even 10 years ago are not able to power an advanced electronic toy from today for very long. The earlier batteries used less efficient materials and were more expensive to make. Scientists made incremental improvements, testing new materials, such as lithium, building upon the research of others. Now, batteries are more reliable and cheaper for everyone."

**Component: *HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

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Link to Current Content:  
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Current Page Number(s): p. 162

Location: Column 1, Support for Student Answers and image of Steven Chu working and all of column 2

Original Text: New Content

Updated Text: "Support for Student Answers

What kinds of things would a petroleum engineer study? B. ways to reach a natural gas reserve deep underground, C. the best location for an oil platform in the ocean

What kinds of things would a physicist study? A. energy transformations at an amusement park, D. the tiniest particles of matter

Support for Student Answers

How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer. Sample answer: Science builds upon discoveries. My evidence is the improvements of batteries over time.

Scientists made incremental improvements, and the batteries got smaller, and more powerful.

Students as Scientists

Remind students that thinking through the results of an experiment or investigation is a scientific practice. Based on what they've learned about energy technologies, what might our energy sources and uses be like in the year 2100?"

**Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:  
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Current Page Number(s): p. 203

Location: Sentence 1, Multiple Choice question, and Short Answer question

Original Text: New Content

Updated Text: "Use what you know about Watson and Chu's work to answer the following questions.

What kinds of things would a petroleum engineer study? Choose all that apply.

- A. ways to make steel stronger for building
- B. ways to reach a natural gas reserve deep underground
- C. the best location for an oil platform in the ocean
- D. the best location to search for fossils in the desert

What kinds of things would a physicist study? Choose all that apply.

- A. energy transformations at an amusement park
- B. weather patterns in Utah
- C. a comet in the solar system
- D. the tiniest particles of matter

How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer."

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ISBN: 9780358859758

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Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 4

Location: Sentence 1, Multiple Choice interactivity, and Short Answer interactivity

Original Text: New Content

Updated Text: "Use what you know about Watson and Chu's work to answer the following questions.

What kinds of things would a petroleum engineer study? Choose all that apply.

- A. ways to make steel stronger for building
- B. ways to reach a natural gas reserve deep underground
- C. the best location for an oil platform in the ocean
- D. the best location to search for fossils in the desert

What kinds of things would a physicist study? Choose all that apply.

- A. energy transformations at an amusement park
- B. weather patterns in Utah
- C. a comet in the solar system
- D. the tiniest particles of matter

How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer."

Sample answer: "Science builds upon discoveries. My evidence is the improvements of batteries over time. Scientists made incremental improvements, and the batteries got smaller, and more powerful."

**Component: *HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 2

Location: Paragraphs 1–3 and image of Steven Chu

Original Text: New Content

Updated Text: Image of Marshall Watson

"Marshall Watson, PhD is a petroleum engineer. Petroleum engineers find ways to extract petroleum, including oil and gas, from different sources. Petroleum engineers must be knowledgeable in many fields of science, and experts in properties of matter, properties of rock, as well as energy transformations. To successfully extract oil, petroleum engineers know that oil has a different relative density than water, so it floats. They know that liquids can move between layers of rocks also. This knowledge is used to design and improve technology to find fossil fuels.

Watson began his career in 1981 as a reservoir engineering expert. Reservoir engineering is the part of petroleum engineering that focuses on how to extract the petroleum without losing any to the surrounding rocks. Watson's work took him all over the United States planning new extraction sites and improving efficiencies at existing locations."

Image of shale oil rig

"After a 30-year career in the field, Watson returned to college. He received his doctorate in petroleum engineering from Texas Tech in 2008. Now, Watson uses his extensive knowledge to help other petroleum engineers. He holds two patents for inventions that help drill new sources of natural gas. His horizontal drilling invention uses high-powered water jets and allows petroleum companies to reach sources of energy that a traditional vertical drilling method alone cannot. His hydraulic fracturing invention also uses water. The water breaks up underground rock so that the petroleum can be

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reached. Each of these inventions built upon previous scientific work to reach deeper and more challenging pockets of petroleum.

Since 2013, Watson has been a professor at Texas Tech. He is the chair of the Bob L. Herd Department of Petroleum Engineering. He is the past president of the Society of Petroleum Evaluation Engineers where he mentored others. Under Watson's leadership, the Texas Tech's East Campus Oilfield Technology Center has grown to the premier petroleum research location in the country. In 2023, they expanded their facility to include a complete working oil rig that students can use to learn. Students are able to model changes to the systems to make it more efficient and potentially cheaper too."

**Component: *HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 3

Location: Paragraphs 1–4 and image of Steven Chu working

Original Text: New Content

Updated Text: Image of Steven Chu

"Steven Chu, PhD is a physicist. A physicist is a scientist who studies matter, energy, and motion. Physicists also study how these forces can be used to support the things we do and need in everyday life, such as energy. Physicists analyze and collect data, perform studies, and run simulations to better understand how things in life work.

Chu received his doctorate in physics from the University of California–Berkeley in 1976. Chu and his colleagues studied how tiny particles can be cooled and trapped with lasers. He won the Nobel Prize in Physics in 1997 for this discovery.

Chu served as the 12th United States Secretary of Energy from 2009 to 2013. Chu was the first Asian American to hold this position. The U.S. Secretary of Energy is the head of the Department of Energy for the country."

Image of Chu working

"Chu wants to see more research on science that our rapidly changing society can benefit from, such as renewable energy, nuclear power, and even alternative building materials. Energy storage costs and development are very high, so research and investment are needed to make renewable or nuclear energy sources more affordable for all countries. He advocates for smart building solutions, like using more wood in structures. Buildings made from wood are strong and safe, and wood is quicker to be replenished than traditional building materials.

Chu uses the example of improvements of batteries over time. Have you ever tried to use a very old battery in a portable gaming device? Chances are it only worked for a few minutes before the screen turned off! Batteries from even 10 years ago are not able to power an advanced electronic toy from today for very long. The earlier batteries used less efficient materials and were more expensive to make. Scientists made incremental improvements, testing new materials, such as lithium, building upon the research of others. Now, batteries are more reliable and cheaper for everyone."

## **Publisher: Savvas Learning**

### **Science, Grade 5**

#### **Program: *Texas Experience Science Grade 5 (Print with digital): TEKS***

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Student Version] Elaborate STEAM Activity, Topic 5 Experience 4, Reuse Classroom Materials, first paragraph

Original Text: Design a product made from classroom materials that would usually be disposed of or thrown away This product could be used as decoration or to perform a task.

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Updated Text: Your school has determined that it produces too much trash. To reduce this problem, you have been asked to design a product made from classroom materials that would usually be disposed of or thrown away. This product could be used as decoration or to perform a task.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Teacher Version] Elaborate STEAM Activity, Topic 5 Experience 4, Reuse Classroom Materials, first paragraph

Original Text: Design a product made from classroom materials that would usually be disposed of or thrown away This product could be used as decoration or to perform a task.

Updated Text: Your school has determined that it produces too much trash. To reduce this problem, you have been asked to design a product made from classroom materials that would usually be disposed of or thrown away. This product could be used as decoration or to perform a task.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Student Version]New Activity to meet TEKS breakout 1.F.iv

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1. Tree Maps

Tree maps help scientists to show the hierarchical relationship between data. A tree map starts with the highest level of data and breaks it down into smaller categories.

Ask two classmates what their favorite meal is. Construct a Tree Map to break down each classmate's favorite meal. The highest level of the tree map is provided. On the first level below the "Favorite Meal" level, list each favorite meal of your classmates. On the next level, list the parts of each meal.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Teacher Version]New Activity to meet TEKS breakout 1.F.iv

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1. Tree Maps

Tree maps help scientists to show the hierarchical relationship between data. A tree map starts with the highest level of data and breaks it down into smaller categories.

Ask two classmates what their favorite meal is. Construct a Tree Map to break down each classmate's favorite meal. The highest level of the tree map is provided. On the first level below the "Favorite Meal" level, list each favorite meal of your classmates. On the next level, list the parts of each meal.

Students should draw two lines from Favorite Meal to two new boxes with meals such as Macaroni and Cheese or Saag Paneer. From the listed meals, students should list the parts of the meal, such as pasta, milk, and cheese under Macaroni

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and Cheese and spinach, cheese (paneer), spices, and rice under Saag Paneer.

**Component: *Grade 5 Student Activity Companion Volume 1***

ISBN: 9781323224489

Current Page Number(s): 151

Location: Topic 3 Experience 2 Hands-On Station Activity: How can a circuit light two bulbs?, Step 1 Plan

Original Text: In this activity, you will build complete electrical circuits. Draw a plan that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

Updated Text: In this activity, you will build complete electrical circuits. Use scientific practices to plan a simple experimental investigation that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Draw your plan. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Student Version] Topic 3 Experience 2 Hands-On Station Activity: How can a circuit light two bulbs?, Step 1 Plan

Original Text: In this activity, you will build complete electrical circuits. Draw a plan that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

Updated Text: In this activity, you will build complete electrical circuits. Use scientific practices to plan a simple experimental investigation that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Draw your plan. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Teacher Version] Topic 3 Experience 2 Hands-On Station Activity: How can a circuit light two bulbs?, Step 1 Plan

Original Text: In this activity, you will build complete electrical circuits. Draw a plan that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

Updated Text: In this activity, you will build complete electrical circuits. Use scientific practices to plan a simple experimental investigation that describes how you can arrange the materials to make both light bulbs illuminate at the same time. Draw your plan. Then, draw a second plan that describes a different way to arrange the materials and still have both light bulbs illuminate.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Student Version] SEPS and Themes Activity: Plan and Conduct an Investigation, page 2, step 2 of Plan an Investigation, (second) A

Original Text:

A. Write a plan to investigate your question about soil and plant growth. If you need more space to plan, you can use your Science Notebook.

Updated Text: A. Use scientific practices to write a plan for a simple investigation of your question about soil and plant growth. If you need more space to plan, you can use your Science Notebook.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: [Teacher Version] SEPS and Themes Activity: Plan and Conduct an Investigation, page 2, step 2 of Plan an Investigation, (second) A

Original Text:

A. Write a plan to investigate your question about soil and plant growth. If you need more space to plan, you can use your Science Notebook.

Updated Text: A. Use scientific practices to write a plan for a simple investigation of your question about soil and plant growth. If you need more space to plan, you can use your Science Notebook.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:

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Current Page Number(s): page 171

Location: Teacher Guide ELPS Targeted Support

Original Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text. • Beginning Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. • Intermediate Have student pairs read aloud these sentence frames to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a \_\_\_\_\_. Adult bats are the hawk's \_\_\_\_\_. • Advanced/Advanced High Have partners work together to explain the terms predator and prey, and identify examples of each, using the Read About It text as support. Then have students write sentences using and explaining the terms.

Updated Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text. • Beginning Have students write the sentence frames and then in pairs read them aloud to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a \_\_\_\_\_. Adult bats are the hawk's \_\_\_\_\_. Then have students write a sentence with each word. • Intermediate Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. Have students write each vocabulary word and a definition. Then have students write a sentence with each word. • Advanced/Advanced High Have partners work together to explain the terms predator and prey, and identify examples of each, using the Read About It text as support. Then have students write sentences using and explaining the terms.

**Component: *Grade 5 Teacher Guide***

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Link to Current Content:

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Current Page Number(s): page 49

Location: Teacher Guide ELPS Targeted Support

Proclamation 2024: Report of New Content (10/24/2023)

Page 1183 of 2091

Original Text: Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, to enhance comprehension. Point out that the Spanish cognate for equal is igual. • Beginning Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels. • Intermediate Provide the following sentence frames for students to complete and read aloud: Equal means the \_\_\_\_\_ number or size. Unequal means a \_\_\_\_\_ number or size. • Advanced/Advanced High Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Updated Text: Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports to enhance comprehension. Point out that the Spanish cognate for equal is igual. • Beginning Review the title, subheads, and captions in the reading, and have students make predictions about the text as a prereading support. Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels. • Intermediate As a prereading activity, display the pictures from the text and ask students to make predictions about the reading. Have student pairs discuss and explain their predictions. Provide the following sentence frames for students to complete and read aloud: Equal means the \_\_\_\_\_ number or size. Unequal means a \_\_\_\_\_ number or size. • Advanced/Advanced High As a prereading activity, activate student prior knowledge by having student pairs discuss what they already know about forces, what new information they want to learn from the text, and how they have used forces in their lives. Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:  
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Current Page Number(s): page 137

Location: Teacher Guide ELPS Targeted Support

Original Text: Reading 4C, 4D Guide students to use pre reading supports to enhance and confirm comprehension. • Beginning Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform. • Intermediate Using illustrations from the text, have students locate in the text the key understandings about each type of landform. • Advanced Have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text. • Advanced High Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Updated Text: Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension. • Beginning As a prereading activity, display the pictures from the text and ask students to look for connections between the images in order to predict the topic of the reading. Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform. • Intermediate Review the title and have students make predictions about the text as a prereading support. Using illustrations from the text, have students locate in the text the key understandings about each type of landform. • Advanced As a prereading activity, give students five minutes to brainstorm ideas relating to the topic of the reading. Then give them another five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners. During the reading, have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text. • Advanced High As a prereading activity, share the question “What do you know about how Earth’s surface changes over time?” Give students 60 seconds to discuss the question with a partner. Have students find a new partner and repeat the process. Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.



**Component: *Grade 5 Teacher Guide***

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Current Page Number(s): page 102

Location: Teacher Guide ELPS Targeted Support

Original Text: Listening 2I Write the terms model, rotation, and axis on the board. Read the words aloud and have students repeat after you. Guide students to respond to questions, as needed. • Beginning Model using the words rotation and axis as you spin a globe. Then have students repeat the actions, using the same terms. • Intermediate Display and read aloud these sentence frames for students to complete orally: A globe is a of Earth. To means to spin. Earth on its . Guide students to use forms of the word rotation, as needed, including rotate and rotates. • Advanced Ask students questions for which the answers are the terms on the board. Then guide students to define each of the terms. • Advanced High Have students discuss with a partner their observations of the video. Then have partners take turns asking questions about how the words model, rotation, and axis relate to their observations.

Updated Text: Listening 2I Write the terms model, rotation, and axis on the board. Instruct students to repeat the words after you as you read the words aloud. Guide students to respond to increasingly complex directions as needed throughout the activity. • Beginning Model using the words rotation and axis as you spin a globe. Verbally instruct students to repeat the actions when prompted with the terms rotation and axis. Monitor for the student's ability to follow your directions in order to complete the task. • Intermediate Verbally instruct students to model the words rotation and axis using a globe. Monitor for student's ability to follow your directions and use the globe to complete the task. • Advanced Instruct students to physically demonstrate the terms rotation and axis using their bodies as models. Monitor for the student's ability to follow your direction of using their body as a model rather than a globe in order to complete the task. • Advanced High Verbally instruct students to discuss with a partner their observations of the video. After the discussion, instruct partners to draw a model and label it with the words model, rotation, and axis. Monitor for the student's ability to follow your directions of discussing their observations and drawing a model in order to complete the task.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

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Current Page Number(s): page 179

Location: Teacher Guide ELPS Targeted Support

Original Text: Learning Strategies 1F, Listening 2I Have students demonstrate listening comprehension by summarizing information about organisms and food chains. • Beginning Ask simple yes/no questions about the interactions between organisms in the food chain. Further, encourage students to use accessible language as they are able. • Intermediate Have students summarize the interactions between the organisms in the food chain to a partner. Students should use the words producer, consumer, and decomposer in their sentences. Then have students switch roles. • Advanced Have students discuss with a partner the cycling of matter through the food web. Students should demonstrate understanding of the terms producer, consumer, and decomposer in their sentences. • Advanced High Have students take turns summarizing a specific change in the food web and how that change would affect the flow of energy through the ecosystem.

Updated Text: Learning Strategies 1F, Listening 2I Display a simple food chain or food web. Have students demonstrate listening comprehension by following increasingly complex directions as needed throughout the summarizing activity about organism interactions. • Beginning. Instruct students to point to producers, consumers, and decomposers when

prompted. Further, encourage students to use accessible language as they are able. Monitor for the student's ability to follow your directions in order to complete the task. • Intermediate Instruct students to write the letter “P” beside producers, the letter “C” beside consumers, and the letter “D” beside decomposers on the model. Monitor for the student's ability to follow your directions in order to correctly label all of the organisms present. • Advanced Verbally instruct students to choose three colors with which to represent producers, consumers, and decomposers. Instruct students to create a legend that explains what each color will represent (for example, green may represent producers). After students have created a legend, instruct students to circle the producers, consumers, and decomposers in their chosen colors. Monitor for the student's ability to follow your directions in order to create the legend and circle the correct organisms. • Advanced High Verbally instruct students to draw one additional producer, consumer, and decomposer on the food web, label each organism accordingly, and include arrows indicating the flow of energy to and from each additional organism. Monitor for the student's ability to follow this complex set of directions in order to complete the complex task provided.

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Current Page Number(s): page 30

Location: Teacher Guide ELPS Targeted Support

Original Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Encourage students to monitor their understanding of spoken language and ask for clarification as needed. • Beginning Have students write the words sand and iron on index cards. Then make simple statements that describe the properties of iron or sand before and after they are mixed. Have students hold up the index card to show which substance has that property. • Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. Then have students switch roles. • Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. • Advanced High Have students discuss their experiences with other mixtures that maintain the properties of their ingredients.

Updated Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Monitor student understanding of vocabulary by asking questions. • Beginning Model or list the properties of iron or sand. Ask simple yes/no questions to monitor if students can identify properties of metals. • Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. After listening to a partner, monitor how students respond using the following sentence frames: I heard you say \_\_\_\_; I think \_\_\_\_ is an example of \_\_\_\_ because\_\_\_\_\_. Then have students switch roles. • Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. As students listen to others, remind them to ask themselves questions such as: Do I understand what this person is saying? Monitor if a student knows what that word means. • Advanced High Have small groups pantomime mixing and separating the sand and iron filings. Monitor how each student acts out the process, and have other students narrate the actions.

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Current Page Number(s): page 78

Location: Teacher Guide ELPS Targeted Support

Original Text: Listening 2D Have students monitor their understanding of spoken language and seek clarification as needed. Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Then model the demo

again. • Beginning Have students write the words on index cards, and place them near the corresponding parts of the circuit in the demo. • Intermediate After students have described their observations, have them ask partners questions using the words battery, wires, bulb, and circuit. • Advanced/Advanced High Have students use the words battery, wires, bulb, and circuit to discuss with a partner another way to build the circuit they observed.

Updated Text: Listening 2D Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Monitor their understanding by asking them what each word means. Then model the demo again. • Beginning Use a diagram to model how a circuit works. Monitor how students are listening as you say battery, wires, bulb, and circuit. Have students write the words on index cards and place them near the corresponding parts of the circuit in the diagram. • Intermediate Have students describe to a partner each part of the circuit. After listening to a partner, have students respond using the following sentence frames: I heard you say \_\_\_\_; I think this part of the circuit does \_\_\_\_ because \_\_\_\_\_. Then have students switch roles. Monitor their responses. • Advanced/Advanced High Have students work in small groups to write a list of questions about things they don't understand about circuits. Monitor how students listen to other students and share their lists.

**Component: *Grade 5 Teacher Guide***

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Current Page Number(s): page 187

Location: Teacher Guide ELPS Targeted Support

Original Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment. • Beginning Draw a T-chart on the board with the headings beneficial and harmful. Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful. Record the activities in the T-chart based on the students' answers. Encourage students to speak using learning strategies by asking for assistance or by conveying ideas by using synonyms or descriptions for English words. • Intermediate Have students orally complete these sentence frames with the words on the board: can be harmful to an ecosystem. can be beneficial to an ecosystem. Cutting down trees can destroy and decrease the health of an ecosystem. • Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to describe ways in which harmful impacts could be lessened.

Updated Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment. • Beginning Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful verbally. Then have students demonstrate their understanding of a beneficial and a harmful activity by writing and completing this sentence frame: \_\_\_\_\_ is a \_\_\_\_\_ activity. • Intermediate Have students orally complete these sentence frames with the words on the board: \_\_\_\_\_ can be harmful to an ecosystem. \_\_\_\_\_ can be beneficial to an ecosystem. Then have students use the terms beneficial and harmful to write new sentences. • Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to write a summary describing ways in which harmful impacts could be lessened.

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Current Page Number(s): page 131

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Teacher Guide ELPS Targeted Support

Original Text: Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment. • Beginning Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation. • Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. • Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. • Advanced High Have students work independently to define the words condensation, evaporation, and precipitation. Then have partners compare their definitions and tell how the words are related.

Updated Text: Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment. • Beginning Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation. Have students demonstrate understanding of the terms by drawing pictures and writing the words next to them. • Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. Have students write their own definitions for the new vocabulary. • Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. Have students write their own definitions for the new vocabulary and compare them to definitions in a dictionary. • Advanced High Have students work independently to write definitions for the words condensation, evaporation, and precipitation. Then have partners say what they wrote to compare their definitions and tell how the words are related.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels.

Updated Text: In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels. As you progress through the topic, connect the activities back to Topic 1 Matter and Topic 2 Forces and Motion. Students can apply what they learned in Topic 1 about materials that conduct or insulate electric energy (TEKS 5.6A) to what they learn in Topic 3 about the transformation of energy in systems and circuits. They can use what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they learn in Topic 3 about how complete circuits can transform energy into motion.

**Component: *Grade 5 Teacher Guide***

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Current Page Number(s): 94

Location: Topic 4 Overview, Preview the Topic

Original Text: In this topic, students learn about patterns related to Earth's rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the

appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape.

Updated Text: In this topic, students learn about patterns related to Earth’s rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape. As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they are learning about the motion of Earth in space in Topic 4.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 158

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas? Topic Readiness Test Students answer questions to show what they already know about ecosystems by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment. • Biotic refers to the living

Updated Text: Preview the Topic In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem. As you progress through the topic, connect the activities back to Topic 3, Energy. Students can apply what they learned in Topic 3 about the transfer of energy within a system (TEKS 5.8A) to the flow of energy through ecosystem interactions in Topic 6. PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas? Topic Readiness Test Students answer questions to show what they already know about ecosystems by completing a printed or online Topic Readiness Test. Teacher Background Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic: • An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment. • Biotic refers to the living or once-living parts of an ecosystem. Abiotic refers to the parts of an ecosystem that are nonliving and have never been living. • A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there. Teacher Prep In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. They include a preview of the Experience and classroom management strategies to make every Science Experience a success! Common Misconceptions As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions. • An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes biotic and abiotic factors, and the interactions between living and nonliving things in the environment. • Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms

higher in the food web may eat some, but not necessarily all, of the organisms below them. For example, consumers at the top of a food web would not necessarily eat plants.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 37

Location: Topic 1 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 1 Spiraling Content Activity.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 93

Location: Topic 3 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 117

Location: Topic 4 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 4 Spiraling Content Activity.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 189

Location: Topic 6 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far go on Realize to the Topic 6 Spiraling Content Activity.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: NEW

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Correlation to the Social Studies Grade 5 Classroom  
Grade 5 Texas Knowledge and Skills Social Studies

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Benjamin Franklin - PreSE - see linkntation - SE - see linke link

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ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Benjamin Franklin - Activity Sheet -SE - see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Benjamin Franklin - Activity Sheet -AK - SE - see linke link

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: My Character Traits - PreSE - see linkntation - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: My Character Traits - Activity Sheet - SE - see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: My Character Traits - Activity Sheet - AK - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: The Drinking Gourd - PreSE - see linkntation - SE - see linke link

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Updated Text: Cross-Content - Social Studies: The Drinking Gourd - Activity Sheet - SE - see link

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Updated Text: Cross-Content - Social Studies: The Drinking Gourd - Activity Sheet - AK - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Evaluating Sources - PreSE - see linkntation - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Evaluating Sources - Activity Sheet SE - see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: Evaluating Sources - Activity Sheet - AK - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Park Proposal - PreSE - see linkntation - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Park Proposal - Activity Sheet = SE - see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Park Proposal - Activity Sheet - AK - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Travel Log - PreSE - see linkntation - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Travel Log - Activity Sheet - SE - see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content to address TRR rubric feedback, Original Text does not exist.

Updated Text: Cross-Content - Social Studies: A Travel Log - Activity Sheet - AK - SE - see linke link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Student Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Proclamation 2024: Report of New Content (10/24/2023)

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Topic 4 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Topic 6 Topic Readiness Test Remediation (see link for contents)

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 87

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Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the uses of sound.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 127

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the uses of sound.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 207

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the uses of sound.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 88

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the

procedure. Encourage students to make predictions about how they think the different materials will affect the path of light.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: • What does a mirror do? Think of what you see when you look at in mirror. • How would a curved mirror change what you see?

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 128

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to change one variable at a time when conducting an investigation. Encourage students to make predictions about what will happen before they begin.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to change one variable at a time when conducting an investigation. Encourage students to make predictions about what will happen before they begin. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 208

Location: Hands On Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and collect data carefully so they can draw conclusions at the end.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and collect data carefully so they can draw conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 89

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: As students explore the Read About It Light, have them look for and evaluate details in the text to determine key ideas.



Updated Text: As students explore the Read About It Light, have them look for and evaluate details in the text to determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 129

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Explain that taking notes while reading can help deepen understanding and make it easier to remember important information. Notes are usually short sentences or sentence fragments that you jot down to help you remember the full text.

Updated Text: GUIDE STUDENT THINKING Explain that taking notes while reading can help deepen understanding and make it easier to remember important information. Notes are usually short sentences or sentence fragments that you jot down to help you remember the full text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 209

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

[View Updated Content](#)

Original Text: GUIDE STUDENT THINKING Explain that students can use text features such as titles, headings, and captions to make and correct or confirm predictions about a text. Tell them that to predict is to use clues to make a guess about something.

Updated Text: GUIDE STUDENT THINKING Explain that students can use text features such as titles, headings, and captions to make and correct or confirm predictions about a text. Tell them that to predict is to use clues to make a guess about something. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 91

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: LIGHT Students answer questions about light by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: LIGHT Students answer questions about light by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Dim the light in the room, and have students use a flashlight to demonstrate the reflection of light off a wall or reflective surface. • Have students work in pairs to demonstrate refraction. On a white piece of paper, have students draw a simple image, such as an arrow. Fill a glass with water. One student should lower the paper with the drawing behind the glass of water. The other student should observe what happens to the drawing as it is lowered. Have the students switch places. • Demonstrate light absorption. Shine a flashlight on a solid object, such as dark block. Have students make observations. Shine the flashlight a transparent object, such as an ice cube. Ask What did you observe? Which object do you think absorbed light? Why? Sample answer: The solid bock absorbed light, the light did not go through it. The ice cube did not, as the light went through it. (Students may also observe that the ice cube refracts light, making a rainbow.) Have students use their observations to explain how light travels in a straight line and can be reflected, refracted, or absorbed.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 131

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: WATER CYCLE AND WEATHER Students answer questions about the water cycle and weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WATER CYCLE AND WEATHER Students answer questions about the water cycle and weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box]Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Assign the following roles to students—the sun, ocean, land, lakes/rivers, precipitation, evaporation, and clouds/condensation. Have students act out the individual steps of the water cycle. Then have them stand in a circle and dramatize the entire water cycle. Have students explain how the sun and the ocean interact in the water cycle and affect the weather.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): page 211

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

[View Updated Content](#)

Original Text: ANIMAL BEHAVIOR Students answer questions about animal behavior by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ANIMAL BEHAVIOR Students answer questions about animal behavior by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Have students act out an animal behavior that would help the animal survive. Invite other students to identify the behavior and classify it as instinctive, learned, or a combination of both. Have them explain how they know. If students need prompting, for learned behavior, have one student be parent fox and one be a kit. Fox use calls to communicate. Have the parent fox to think of a call and what they want it to mean. The parent fox should call and demonstrate what it means. Repeat the call. Have the kit copy. For instinctual behavior, have a student pretend to be a tadpole. Show that it can swim without being taught by a parent.

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ISBN: 9781323223369

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 95

Location: Teacher Guide, page 95, Topic 4 Overview, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 96

Location: Teacher Guide, page 96, Topic 4 Planner, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 159

Location: Teacher Guide, page 159, Topic 6 Overview, English Language Arts and Reading Standards

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Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 160

Location: Teacher Guide, page 160, Topic 6 Planner, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 161

Location: Teacher Guide, page 161, Topic 6 Planner, English Language Arts and Reading Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: see link

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Grade 5 Topic 3, Experience 2 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

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**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Grade 5 Topic 5, Experience 3 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 20

Location: Grade 5 Topic 7, Experience 2 Key Ideas Presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: Added Math TEKS to address TRR. rubric feedback. original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 5, your student will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

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Updated Text: Dear Students and Caregivers, In Grade 5, your student will be introduced to topics in Physical, Earth, and Life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially,

\_\_\_\_\_ Science Teacher

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 17

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING As students explore the Read About It, encourage them to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Updated Text: GUIDE STUDENT THINKING As students explore the Read About It, encourage them to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: Quiz PROPERTIES OF MATTER

Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed.

Updated Text: Quiz PROPERTIES OF MATTER

Students answer questions about properties of matter by completing an editable/ printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 19

Location: Made change to minor column to address TRR response

Original Text: New Content

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 25

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words and details to describe solids, liquids, and gases. Guide students to use strategies, such as rereading, using prior knowledge, asking questions, and writing notes as they read to monitor their understanding of the text. After they read, have student pairs take turns asking and answering questions about the text. Prompt them to use new words they learned in their reading.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words and details to describe solids, liquids, and gases. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Guide students to use strategies, such as rereading, using prior knowledge, asking questions, and writing notes as they read to monitor their understanding of the text. After they read, have student pairs take turns asking and answering questions about the text. Prompt them to use new words they learned in their reading.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 27

Location: Made change to Quiz to address TRR response

Original Text: Quiz

SOLIDS, LIQUIDS, AND GASES

Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students mastering English extra time to translate assessments as needed.

Updated Text: Quiz

SOLIDS, LIQUIDS, AND GASES

Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

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Current Page Number(s): 27

Location: Made change to minor column to address TRR response

Original Text: New Content

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 32

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen when the substances are mixed.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen when the substances are mixed. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 33

Location: Made change to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that as they read they should synthesize information to create new understandings about mixtures and solutions.

Tell students that when they synthesize information they identify important facts and details about a topic and combine them to better understand the ideas.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they should synthesize information to create new understandings about mixtures and solutions.

Tell students that when they synthesize information they identify important facts and details about a topic and combine them to better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 35

Location: Made change to Quiz to address TRR response

Original Text: Quiz

MIXTURES AND SOLUTIONS

Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz

MIXTURES AND SOLUTIONS

Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

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Current Page Number(s): 35

Location: Make change to minor column to address TRR Response

Original Text: New Content

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**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 51

Location: Made change to Quiz to address TRR response

Original Text: Quiz

PATTERNS OF MOTION

Students answer questions about equal and unequal forces and transfer of energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz

PATTERNS OF MOTION

Students answer questions about equal and unequal forces and transfer of energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

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Location: Make change to minor column to address TRR Response

Original Text: New Content

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 59

Location: Made change to Quiz to address TRR response

Original Text: Quiz

FORCES

Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz

FORCES

Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 59

Location: Make change to minor column to address TRR Response

Original Text: New Content

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Current Page Number(s): Key Ideas Presentations

Location: Made changes to Key Ideas Presentations Exit Ticket slide presenter notes current content does not exist.

Original Text: New Content

Updated Text: Exit Ticket

Teacher Support

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letter for each topic to address comments in the TRR rubric.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 73

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Guide students to connect the text to their personal experiences and other texts they have read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 75

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz ENERGY CHANGES

Students answer questions about the transformation of energy in systems by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this

Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 75

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Prompt students to demonstrate an example of transforming potential energy to kinetic energy and sound energy. For example, if students drop a book, it makes a loud sound when it hits the floor. Or, if students clap their hands together, their hands make a sound when they hit against one another.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 81

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words that they can use when discussing or writing about electrical circuits. After they read, ask students questions about the text. Prompt them to use new words they learned. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 83

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz ELECTRICAL ENERGY AND CIRCUITS

Students answer questions about electrical energy and circuits by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 83

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Have students pass pennies in different arrangements to model current flowing in a circuit. Different students should model a switch, a lamp, a buzzer, a battery, and a motor with a fan. Students should recognize that the current can flow only if the switch is closed and the battery is part of the circuit.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 89

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING As students explore the Read About It Light, have them look for and evaluate details in the text to determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

- What are some important details you read in the text?
- How do these details help you understand the key ideas in the text?
- What does the information about lenses tell you about light?

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 91

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz LIGHT

Students answer questions about light by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 91

Location: Made changes to Minor column to address TRR response

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Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Dim the lights in the room, and have students use a flashlight to demonstrate the reflection of light off a wall or reflective surface.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 107

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz EARTH'S ROTATION

Students answer questions about Earth's rotation by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 107

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Tell students they can use their bodies to model how Earth moves. Have them identify their North Pole (top of head) and South Pole (bottom of feet). Have students demonstrate the way Earth moves on its axis by spinning in a counterclockwise direction.

Students can model the effects of Earth's rotation. Have one student act as the sun. Have other students act as Earth. Give each student two stickers, one to place on their chest and one to place on their back. Have "Earth" students rotate. Periodically, have "Earth" students stop spinning and identify what time of day it is at each sticker.

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Current Page Number(s): 113

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

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Updated Text: GUIDE STUDENT THINKING Tell students that as they read, they should identify important details and then evaluate, or judge, them to determine the key ideas they support. Explain that important details give information that support the main idea of the text, or what the text is mostly about. After students read the text, list several details from it on the board and have students evaluate them to determine the text's key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 115

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz PATTERNS AND SHADOWS

Students answer questions about patterns and shadows by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 115

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Have students point to the direction where the sun can first be seen in the morning (east). Instruct them to trace the position of the sun in the sky throughout the day (students should sweep their arms in an arc from east, overhead, to west).

Use a sticker to mark your location on a globe. Use a flashlight to represent the sun. Spin the globe. Have students focus on the United States. Ask which area of the United States the light touches first (East coast); which area experiences sunrise first (East coast); how you should hold the flashlight to show that it is noon in your location (directly over the sticker); which part of the United States the light touches last (West coast); which area of the United States experiences sunset last (West coast); and what it is like on the East coast when the sun is setting on the West coast (night).

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ISBN: 9781323223369

Current Page Number(s): 128

Location: Made changes to Guide Student Planning to address TRR response

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Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING

Remind students that it is important to change one variable at a time when conducting an investigation. Encourage students to make predictions about what will happen before they begin. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 129

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain that taking notes while reading can help deepen understanding and remember important information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

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ISBN: 9781323223369

Current Page Number(s): 131

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz WEATHER CYCLE AND WEATHER

Students answer questions about weather cycle and weather by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 131

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Have students act out the individual steps of the water cycle. Then have them stand in a circle and dramatize the entire water cycle.

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ISBN: 9781323223369

Current Page Number(s): 137

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Encourage students to review the text to ensure understanding before they retell the ideas to a partner. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 139

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz SLOW CHANGES TO EARTH

Students answer questions about slow changes to Earth by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 139

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Place sand on one end of a plastic tub. Pour water onto the sand. Have students observe how the movement of water affects the movement of the sand. Have students consider how ice and wind would affect the movement of the sand.

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ISBN: 9781323223369

Current Page Number(s): 144

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Have students review and discuss the steps in the investigation. Remind students that they should carefully observe and record changes over several days. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.



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ISBN: 9781323223369

Current Page Number(s): 145

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that they can ask questions about a text before, during, and after they read it. Point out that they can use a text's title and headings to ask questions before reading. During and after reading, they can ask questions about the ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

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ISBN: 9781323223369

Current Page Number(s): 147

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz NATURAL RESOURCES

Students answer questions about natural resources by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 147

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)Provide student groups with three different colors of modeling clay. Have each group form a flat sheet of clay out of each color. Tell the groups to place the three sheets of clay one on top of the other. Place plastic wrap over the layers. Place a book or books on top of the layers and wait five minutes. Remove the books to observe the results of compaction.

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ISBN: 9781323223369

Current Page Number(s): 152

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: GUIDE STUDENT PLANNING Remind students that their designs should address all design criteria. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 153

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Synthesizing information can deepen understanding. Explain to students that synthesizing is combining important information from the text with their own knowledge to create new understandings about the topic. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 155

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz CONSERVATION

Students answer questions about conservation by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 155

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Have students make a list of materials that can be recycled in your community. Consider having them set up a recycling station in the classroom or in the school to gather recyclable materials.

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Current Page Number(s): 169

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: Have students look for important details in the text that help them understand key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 171

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 171

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Invite students to act out biotic factors in their ecosystem. Ask other students to guess what biotic factor the student is acting out.
- Pass around a sample of soil in a sealed plastic bag for students to observe while considering whether the soil is biotic or abiotic. Remind students not to touch the soil.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 179

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about energy in ecosystems by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this

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Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223369

Current Page Number(s): 179

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Give students large sections of string and have them model a food web that involves grasshoppers. Have students act out the different roles in the food web. Have the student acting as the grasshopper hold their string close to the ground.

Explain that this represents a decrease in the number of grasshoppers. Have students use the model food web to determine which organisms could be affected by the decrease in grasshoppers.

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ISBN: 9781323223369

Current Page Number(s): 184

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the

activity so they can draw conclusions at the end. Encourage students to make

predictions about what they think will happen in each environment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 185

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for

reading can help them understand what they are reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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Current Page Number(s): 187

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Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about human impact on ecosystems by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 187

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)

(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Ask students to identify objects around the classroom that could become litter if they were not disposed of properly. Ask students to share ideas for reducing the amount of litter that collects around their school or town.

- Plan a pollinator habitat. Design a habitat to support the entire life cycle of beneficial insects. Select plants and structures to provide food, water, shelter, and nesting areas.

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ISBN: 9781323223369

Current Page Number(s): 200

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they use materials as intended and follow the directions closely. They should carefully record their data for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions before they begin about which mouth structures will work best for picking up each food type in each environment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 201

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Generating questions before, during, and after reading can help students focus on what they are reading, remember important

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details, and check their understanding. Explain that students can use titles, headings, images, and captions to generate questions about the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 203

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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Current Page Number(s): 203

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Have students act out the differences between water lily and cattail leaves. Students acting out water lilies would spread out their arms and bend their body to cover "water." Students acting out cattails would stand straight and tall with their arms at their sides. Have students identify which leaf type would capture the most sunlight. Have cattail students sway and bend with the current.

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ISBN: 9781323223369

Current Page Number(s): 208

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and collect data carefully so they can draw conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain that students can use text features such as titles, headings, and captions to make and correct or confirm predictions about a text. Tell them that to predict is to use clues to make a guess about something. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 211

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about animal behavior by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

**Component: *Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 211

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)  
(head)Targeted Instruction

(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Have students act out an animal behavior that would help the animal survive. Invite other students to identify the behavior and classify it as instinctive, learned, or a combination of both.

## **Publisher: Studies Weekly**

### **Science, Grade 5**

#### **Program: *Texas Science Studies Weekly: Fifth Grade: TEKS***

**Component: *Texas Science Studies Weekly: 5 Grade Teacher Edition with Online Access***

ISBN: 9781649783844TE

Current Page Number(s): 1-2

Location: (\*\*\*)This printable is used across Grades 3-5.)

Printable: Studies Weekly Online, Unit 1 Week 3, Activity 4, "How to Organize Data"

Original Text: (no Tree Map or description)

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## Concept Map

Shows branching observations or ideas from a central topic/idea.

## Venn Diagram

## Juneteenth

Celebrates the freeing of all enslaved people

## Borderfest

Celebrates a different culture each year.

Shows observations in similarities and differences.

Updated Text: (\*\*\*) This update text also affects to grades 3-5 using the same printable. Change was based on SRP Feedback for third and fifth grade)

(added Tree Map with Description)

## Tree Map

## Rock Types

Igneous Sedimentary Metamorphic

## Concept Map

A concept map is similar to a tree map. Both organize ideas starting with more general ideas, then branching out into more specific concepts.

(changed venn diagram text to science content)

**Component: *Texas Science Studies Weekly: 5 Grade Teacher Edition with Online Access***

ISBN: 9781649783844TE

Location: N/A New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

### 1. Experience Together

After your student learns about the phenomenon in class, watch the phenomenon video together. Ask them questions, like “What do you think causes this?” Encourage them to share their predictions. Discuss what the video makes you think of, such as memories or personal connections.

### 2. Explore Together

Explore the unit content, including the activities, articles, and “TEKS Explained” articles. You may also use the audio feature to listen together. If your child has already submitted the online activities in class, you’ll be able to read through their answers. Encourage them to discuss and explain their ideas.

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### 3. Learn Together

You can find the media content for the unit at the bottom of each activity under “Explore More.” Let your child become the teacher! Ask them to explain how the media content connects to what they are learning in class.

### 4. Review Together

After your child has taken the assessment in class, read through each question together. Offer praise and support. Encourage them to think through their answers aloud. Help them navigate through the unit to find evidence to support their existing ideas or develop new ones. You can also use the assessment tool to communicate with your child’s teacher regarding questions about the assessment.

### 5. Play Together

Navigate to the unit’s Crossword or Misspilled. Complete these games with your child to reinforce vocabulary from the unit. As you play, encourage your child to recall concepts they’ve learned relating to the words.

**Component: *Texas Science Studies Weekly: 5 Grade Teacher Edition with Online Access***

ISBN: 9781649783844TE

Location: N/A New Content

Original Text: N/A New Content

Updated Text: ***(TRR Approved New Content)***

#### 1 Preparation

Prepare all written and technological tools previous to testing, in order to minimize potential interruptions. If possible, test the connectivity of your electronic devices. If devices are battery powered, ensure that the batteries are all full.

#### 2 Accommodations

Provide accommodations to eligible students only according to their Individualized Education Plan, or IEP. Do not prompt or hint during the duration of the assessment. Do not assist students in constructing or rephrasing their responses.

#### 3 Privacy

To ensure accurate assessment results, space student desks apart or use privacy folders/offices. This can also help to limit distractions.

#### 4 Distractions

Have students clear their test-taking space of books or other materials. Limit phone calls and/or traffic in and out of the classroom. Place a “Testing” sign on your classroom door to help promote a distraction-free zone. Prompt students

to remain seated while you pass out and collect testing materials. Provide additional instructional activities for fast-finishers. Try to keep the room at a comfortable temperature and be aware of background noises that could distract students.

#### 5 Monitoring

Ensure that there is no talking during the test. Allow students to take breaks as needed.

If students request help relating to the assessment's content, respond neutrally with, "I can't answer that for you; just do your best."

Provide any and all technical assistance necessary during electronic assessments.

#### 6 Stress-Management

Prior to testing, have students participate in an activity to manage testing anxiety. Have students engage in an easy physical activity like Superbrain Yoga<sup>®</sup>. This is a research-based<sup>1</sup> practice that has positive impacts on working memory and attention. Have students hold their ears with opposite hands, thumbs facing forward as they perform squats. You can also encourage parents and students to prepare for testing with a good night's sleep and protein-rich breakfast.

<sup>1</sup>Thomas, Joseph Ivin and Venkatesh D, "A comparative study of the effects of superbrain yoga and aerobic exercise on cognitive function," National Journal Physiology, Pharmacy and Pharmacology, vol. 7, issue 9, June 26, 2017.

<https://nijppp.com/fulltext/28-1490682875.pdf>

## **Publisher: Summit K12 Holdings**

### **Science, Grade 5**

#### **Program: *Dynamic Science 5th Grade : TEKS***

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.7A Lesson Guide\*Add another bullet to Apply/Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will work with a partner to plan a descriptive investigation to test equal and unequal forces on common classroom objects. Students use their observations from previous learning experiences to craft the investigable

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question, create a plan that includes a method for collecting data and observations. Students conduct the descriptive investigation, collect data, analyze the data, and prepare their findings to present to the class. During the investigation, groups should reflect on the concepts of: how energy is being transferred, what patterns do they observe in the motion of the objects and what connections can be made between force, motion, and the transfer of energy.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.12A Lesson Guide\*Add another bullet to Apply/Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will work with a group to plan and conduct a descriptive investigation about how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Students use their observations from previous learning experiences to craft the investigable question and create a plan that includes a method for collecting data and observations. Students conduct their descriptive investigation, record their observations/data, and draw a conclusion. Students share their findings with their class.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.6A Extend & ApplyAdd another bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will work with a group to design and plan an experimental investigation to test the insulation properties of different materials. Students will identify an investigable question that they would like to answer, create a plan that controls for variables and includes how and what data they will collect in their investigation, conduct their experimental investigation, and collect data to their question. Students then will analyze the data collected from their investigation and share their findings.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.12A Lesson guide Add bullet to Apply/Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety: Students will use proper safety equipment and demonstrate appropriate safety practices during the field investigation.

Mini-Inquiry: Students conduct a field investigation in various outdoor areas around the school to observe the ecosystem. Students will select a location outside and record observations of organisms interacting with biotic and abiotic factors. Students will compare their observations with another student's observations from a different location and discuss similarities and differences.

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**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.9A Lesson GuideAdd bullet to Apply/Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety: Students demonstrate safe practices during the field investigation by not looking directly at the Sun when collecting observations. Students will wear close-toed shoes and can choose to wear a hat and/or sunscreen for Sun protection. in the direction, but not directly at the Sun.

Have students go outside in the morning and face South. In their science journals, students draw the landmarks of the scenery that they observe, including buildings and trees. Students then draw the location of the Sun in the sky, in respect to the landmarks. Students write the time of day at the bottom of the Sun. Students return to the same location in 1-2 hour intervals throughout the day and record the time and position of the Sun in sky. The next day, students discuss recorded observations as a class. Students identify and explain what they observed and how it relates to the rotation of the Earth.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.12A Lesson guideHome Connection

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety: Students will use proper safety equipment including wearing close-toed shoes and demonstrate appropriate safety practices during the field investigation.

Invite a family member to take a nature walk and conduct a field investigation to observe how living things interact with the living and nonliving things in nature. Some examples of interactions to look for are: birds looking for shelter in a tree or a dog taking a nap in a sunny place. Make it a game to see who can find more of these interactions and tally your points on a sheet of paper. In your science journal, write at least 3 interactions you witnessed during your nature walk.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.11A Lesson GuideApply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Present students with the following problem: During a heavy rainstorm, a student notices how much water runs off of his house to the ground. They wonder if this water could be collected and used in different ways that would conserve this natural resource.

Have students use engineering practices to design a water collection system and explain how this solution would minimize the environmental impact of the use of a natural resource. Students should define the problem and then imagine the possible solutions. Students share their ideas with a partner to collaborate and make a plan for one design. Partners then create a prototype or model of their design and test it to determine if it works as intended. Partners use class established criteria to evaluate their design solution and make improvements based on the results of their test. Students should continue to use the engineering design process to improve their design solution as needed.

Groups will propose a solution to the problem and support it using data and models from their engineering design process. Students then explain how the collected water can be used in everyday life to conserve this natural resource.

Beyond the Classroom: Ask students what connections they can make between their experiences and the real world. Give students time to generate ideas about other innovative solutions involving the conservation, recycling, or proper disposal that minimize the environmental impact of the use of natural resources. Have students explain how these innovative solutions impact society.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.10C Lesson Guide Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students model how changes to Earth's surface by wind result in the formation of sand dunes. Based on observations from their model, students propose a solution to prevent the erosion of sand from a beach.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.8A Lesson Guide Add new bullet to Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Batteries have evolved over time using one invention to create another invention. Below is a timeline of batteries.

<https://www.upsbatterycenter.com/blog/history-batteries-timeline/>

Students observe and discuss the history of batteries. Students work with a group to explain how each scientific discovery impacted science and future science. Students will create a presentation to explain why discoveries are important to science.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Proclamation 2024: Report of New Content (10/24/2023)

Location: 5.13A Lesson GuideAdd new bullet to Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students read the article, Discoveries from Plants, and discuss the scientific discovery with a partner. Students explain in their science journal how this scientific discovery impacts science. Students can use the writing frame: I learned that \_\_\_\_\_. This discovery is important to science because \_\_\_\_\_.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.8A Apply and Extend Add New Bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Incandescent, LED and compact fluorescent lightbulbs

1. Three different lightbulbs are shown in the image above. Incandescent bulbs invented in 1879 are only 10% efficient in converting electrical energy to light energy. Compact fluorescent bulbs created in 1976 are 85% efficient and LED bulbs invented in 1962 are 90% efficient. Discuss how the invention of the different lightbulbs have impacted society.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.12A Lesson GuideApply and ExtendAdd New Bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Robert L.B. Tobin Land Bridge  
Located in San Antonio, Texas

Working with a partner, observe the image of the land bridge located in San Antonio, Texas. Transportation engineers designed and built the land bridge over this major roadway to reduce the impact of construction on local ecosystems.

Discuss how this innovative solution has impacted society and develop a model to explain how land bridge supports the interactions necessary for the survival of biotic factors in the ecosystem. Use your model to explain your findings to a partner.

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**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.12B Lesson Guide Apply and Extend Add New Bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Food Web

This terrestrial food web shows the flow of energy in an ecosystem. An invasive species of snake migrates to this ecosystem after a drought reduces the food supply in its natural habitat. This invasive species mostly consumes mice.

Use proportion to describe this system:

Describe the proportion of consumers that get energy from mice in the ecosystem, not including the new snake species.

Compare the proportion of producers and consumers in this ecosystem.

Predict what proportion of consumers will be negatively affected by this change.

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.13B Lesson Guide Connect to Technology

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The teacher will show four pictures of animals and preview the vocabulary "instinct" (or instinctual) and "learned behavior" before launching this project for an additional pre-reading strategy. The students will search and read about animals' instinctual and learned behavioral traits. using an electronic device The students will work with a partner. The students will create two concept maps. One that shows learned behaviors and one that shows instinctual behaviors. Students will then share their maps and add/refine their concept maps based on feedback.

Instinctual behavior

Instinctual behavior

Learned behavior

Learned behavior

**Component: *Dynamic Science 5th Grade***

ISBN: 9781616180294

Location: 5.10A Student Lab Procedures. New Content will be added here.

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Procedures:

Read all the steps before you begin. As you complete this lab investigation, you may use your core vocabulary definitions located in your student notebooks or a dictionary as needed. Use a marker to draw a line two inches from the bottom of a baggie to indicate or show water (ocean).

1. Wear goggles, gloves, and an apron.
2. Use the marker to draw a line two inches from the bottom to indicate or show water (ocean).
3. Draw clouds toward the top of the baggie, near the seal or opening of the baggie.
4. Fill the baggie with 250 mL water.
5. Put two drops of blue food coloring in the baggie and seal or close it. (The food coloring represents the salt in the oceans.)
6. Place the baggie in direct sunlight, and tape it to a window or outside.
7. Check on the baggie every hour.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fifth Grade TEKS Lesson Guide.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)



Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fifth Grade TEKS.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Fifth Grade TEKS.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fifth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

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**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fifth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Engineering Design Challenge

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Engineering Design Challenges have been added to the curriculum to support students in engaging in the engineering design process.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Investigate and Learn

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: ELPS document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Fifth Grade TEKS.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

**Component: *Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: Learning Targets

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Grade Level Learning Targets were developed to support instruction towards mastery of the concept.

The Learning Targets shows if the concept is introduced at the grade level or if the concept has been introduced in a previous grade(s) and being further developed.

## **Publisher: TPS Publishing**

### **Science, Grade 5**

#### **Program: *STEAM into Science - Grade 5 Edition: TEKS***

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 5 -

<https://docs.google.com/spreadsheets/d/1t8eKDdxDCDFppPC1EMwyj9IPd2ikNEsW/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 5 - <https://docs.google.com/spreadsheets/d/1RDZhoCbOkTet-eKVWUjvZD0xauYM7s20c/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 5 - <https://drive.google.com/file/d/1z80SPJS98ze22xDRFBD96g2db2uQf6YN/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 5 - <https://docs.google.com/spreadsheets/d/1U5TY09S7btd9v4TRRVLQdDMG3t6k-z1-/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Caregiver Reader Assessment Card G3-G5 - [https://drive.google.com/file/d/1eLNXQWyhmKEiF7E-0WwA1kcUwnaP\\_iE/view?usp=sharing](https://drive.google.com/file/d/1eLNXQWyhmKEiF7E-0WwA1kcUwnaP_iE/view?usp=sharing)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: How Teachers and Caregivers are Supported by the STEAM Content -

<https://docs.google.com/document/d/1CtKau8B9VNIJAr-FBwTwJQ-nPACLNT05/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Family/Caregiver Guide - Grades K-8 Science***

ISBN: 9781788059534

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 5

Location: Bottom of current text

Original Text: New Content

Updated Text: It is extremely important for teachers and caregivers to communicate throughout the school year. Teachers should ensure they approach caregivers in a warm and welcoming manner; inviting them to be a part of their child's education, and showing they are valued. Teachers should communicate with caregivers regularly, not just when there is an issue. They should encourage, and give opportunities for, caregivers to be involved and show thanks for their involvement.

Communication can occur through a variety of mediums, and teachers should be conscious of what method works best for individual caregivers. Teachers are encouraged to speak with caregivers and find out what works for them, whether that be e-mail, messaging boards, class meetings, phone calls etc. Teacher must be aware that caregivers, as with students, are individuals and need to be treated as such.

Teachers are advised to provide digital access to caregivers at the start of each term. It would be beneficial to hold a tutorial meeting in which the teacher can step the caregivers through the program, the digital tools, and the access they will receive to use at home. TPS provides digital access information to teachers for this purpose.

## **Publisher: McGraw Hill**

### **Science, Grade 5**

**Program: *McGraw Hill Texas Science, Grade 5: ELPS***

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Proclamation 2024: Report of New Content (10/24/2023)

Page 1239 of 2091

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model



**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: *Texas Science, Grade 5 Teacher Edition***

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: G5 Pacing Guide

## **Publisher: Accelerate Learning Inc.**

### **Science, Grade 6**

**Program: *STEMscopes Science TX - Grade 6 : TEKS***

**Component: *STEMscopes Science TX - Grade 6 (Online)***

ISBN: 9798888266892

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: In the Explore instructions add an Inquiry Opportunity section.

Proclamation 2024: Report of New Content (10/24/2023)

Page 1241 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instead of having the class follow the step by step instructions to the hands on explore above, this is an opportunity for student or student groups to create their own questions and investigations about the physical properties of elements. Remind students they are studying metals, nonmetals, and metalloids. They need to create a testable question and experiment about the physical properties that define different elements. The teacher may provide materials for students to use while they plan and conduct their investigations. Allow students to pull other materials if needed. Give students time to create their testable questions and plan an investigation. Once students have planned they can gather the materials they need for their investigations. Review safety procedures before students begin investigations. Allow each group time to run their investigation. Students should fill out their ISN pages.

**Component: *STEMscopes Science TX - Grade 6 (Online)***

ISBN: 9798888266892

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Preparation Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add "Safety Precautions" after preparation section: Students should use the proper safety equipment (safety goggles, aprons) when working the stations. Tell students to handle all materials with caution. Use thermal protection when handling the heated materials. (See document for rest of text)

**Component: *STEMscopes Science TX - Grade 6 (Online)***

ISBN: 9798888266892

Current Page Number(s): n/a

Location: n/a (all new)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In our technologically advanced world, the use of various elements has proven important in the development and functionality of countless applications. Metals, non-metals, and metalloids each have a unique role in our daily life. From electronics and construction to healthcare and transportation, these elements shape our everyday experiences in ways we often take for granted. Let's take a look at each of these and explore their their importance to modern society.

Metals are the workhorses of our industrialized world, known for their exceptional strength, malleability, and high electrical and thermal conductivity. They form the backbone of our infrastructure and are utilized in the construction of

buildings, bridges, and roadways. Iron is particularly prized for its durability and is employed extensively in construction projects worldwide. Copper, with its remarkable conductivity, is a valuable component in electrical wiring and circuits, enabling the easy transmission of electricity. Aluminum, known for its lightness and corrosion resistance, is used in the aerospace industry, allowing for efficiency and safety of modern aircraft. Metals also contribute to the advancement of medical science. Titanium, for instance, possesses a unique combination of strength, lightness, and biocompatibility, making it an ideal material for surgical implants such as joint replacements and dental fixtures. Its presence in the medical field has revolutionized the lives of many, restoring mobility and enhancing overall well-being.

(text continues in the file)

**Component:** *STEMscopes Science TX - Grade 6 (Online)*

ISBN: 9798888266892

Current Page Number(s): n/a

Location: n/a all new

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The Importance of Resource Management in a Better World

Have you ever wondered why it is important to manage our resources wisely? Resource management is crucial in addressing global challenges such as reducing energy consumption, fighting poverty, tackling malnutrition, and minimizing air and water pollution. Let's look at some reasons why resource management plays a vital role in creating a better world for everyone.

Text continues in file

## **Publisher: Discovery Education Inc**

### **Science, Grade 6**

**Program:** *Science Techbook for Texas by Discovery Education - Grade 6: TEKS*

**Component:** *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6b130476-ab9d-41a8-a33d-67f743c08b04>

Location: Unit 3 > Concept 3 > Project: The Problem of Carbon > new item above "Your Carbon Footprint"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item above "Your Carbon Footprint" - see URL\_for\_Updated\_Text

**Component:** *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c273636d-c6a7-4811-b09a-0d162dea4208>

Proclamation 2024: Report of New Content (10/24/2023)

Page 1243 of 2091

Location: Unit 1 > Concept 1 > Project: Factors That Affect Boiling Point > How can you increase or decrease the boiling point of water? > New item after "Connecting to Technology"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item to the collection, after "Connecting to Technology" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7e4158bf-be55-4ddd-9d80-a4a17c75e25a>

Location: Unit 1 > Concept 4 > Project: Engineering Materials and Products > How are elements used to engineer the products you use every day? > New item after "The Elements in Your Belongings" to create an item collection

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item after "The Elements in Your Belongings" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dc35820-8fbd-48ce-8319-527970b599b6>

Location: Unit 2 > Concept 3 > Project: What Makes a Roller Coaster Go? > New item after "Roller Coaster Car"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item after "Roller Coaster Car" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/995d07ce-7f1d-4366-9b34-4fa279ae63f3>

Location: Unit 1 > Concept 2 > Lesson 5 > Sections: Analyze > New Discussion questions before "What is a pure substance?"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In the Analyze section, add new text above "What is a pure substance?" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Student Edition***

ISBN: 9781616292393

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): 71

Location: Analyze > discussion questions

Original Text: New Content

- Updated Text:
- What was the problem you were trying to solve?
  - How well did your solution work? What would you do differently if you had to do it again?
  - What is a pure substance?
  - What allows pure substances to be separated from mixtures?

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition***

ISBN: 9781616292386

Current Page Number(s): 70

Location: Analyze > discussion questions

Original Text: New Content

Updated Text:

- What was the problem you were trying to solve? We needed to create a process for separating the substances in a mixture.
- How well did your solution work? What would you do differently if you had to do it again? Sample response: Our solution worked well. However, some salt was left on the sand in the end. Next time, we might pour a bit more water over the sand to separate more of the salt.
- What is a pure substance? Sample responses: pure forms of matter that cannot be separated or purified further into other components by physical means; made entirely of the same type of substance; made up of all the same type of atoms or molecules
- What allows pure substances to be separated from mixtures?  
Substances can be separated because of differences between their properties. Salt can be removed from salt water because the water evaporates and the salt remains. Iron and sand can be separated by a magnet because only the iron is magnetic.

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1b1ea1de-d867-4b49-9b07-dd980b6b8f05>

Location: Unit 4 > Concept 1 > Lesson 6 > Gather Information > Prokaryotic Versus Eukaryotic > second and third paragraphs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add new text to the reading passage "Prokaryotic Versus Eukaryotic" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition***

ISBN: 9781616292461

Current Page Number(s): 41

Location: First paragraph on page

Proclamation 2024: Report of New Content (10/24/2023)

Page 1245 of 2091

Original Text: New Content

Updated Text: Aside from size and complexity, certain cell structures are found only in eukaryotes' cells. These cell structures each have one or more specific functions. The complementary relationship between structure and function within cells can be analyzed and explained. For example, a eukaryotic cell has a true nucleus. This means its DNA is wrapped neatly in a structure called a membrane. The membrane functions to provide protection and a fixed environment. The cell parts in a eukaryotic cell are also bound in membranes that keep them organized throughout the cell. Animals, plants, and fungi are all eukaryotes. Most eukaryotes are multicellular. However, some eukaryotes such as protists can be unicellular. An amoeba is an example of a unicellular protist that is also a eukaryote. Like plants and animals, amoebas also have true nuclei and membrane-bound cell parts.

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition***

ISBN: 9781616292461

Current Page Number(s): 41

Location: Second paragraph on page

Original Text: New Content

Updated Text: All prokaryotic cells are unicellular. Prokaryotic cells are much smaller than eukaryotic cells and much simpler in structure. Similar to eukaryotic cells, the complementary relationships between structure and function in prokaryotic cells can be analyzed and explained. Because prokaryotic cells lack true nuclei, their genetic material and cell parts are not bound in a membrane, which means these parts float freely around inside the cell. Nearly all prokaryotic cells have structures called cell walls that function to give them protection and a fixed shape. Because of their rigid shape, about half of all prokaryotes have structures called flagella, which are whip-like tails that function to allow movement. Prokaryotes divide much faster than eukaryotic cells. They reproduce by simple cell division, creating clones of themselves. Their high rate of reproduction is one reason why these single-celled organisms are so successful. All bacteria are prokaryotic. Because they are much simpler, prokaryotes are thought to have existed for millions of years before eukaryotes evolved.

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1b1ea1de-d867-4b49-9b07-dd980b6b8f05>

Location: Unit 4 > Concept 1 > Lesson 6 > Check for Understanding > Add a new item to the collection after "Fill in the Blanks"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item to the collection after "Fill in the Blanks" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition***

ISBN: 9781616292461

Current Page Number(s): 44

Location: Below item "Fill in the Blanks"

Original Text: New Content

Updated Text: Structure and Function Analyze the complementary relationships between structure and function within a prokaryotic cell and a eukaryotic cell. Explain the relationship between two structures and their functions in each cell type.

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition***

ISBN: 9781616292447

Current Page Number(s): 37

Location: Below item "Fill in the Blanks"

Original Text: New Content

Updated Text: Structure and Function Analyze the complementary relationships between structure and function within a prokaryotic cell and a eukaryotic cell. Explain the relationship between two structures and their functions in each cell type. Sample student response: Prokaryotic cells have structures called flagella, which function to allow movement. Prokaryotic cells have structures called cell walls, which function to provide protection and a fixed shape. Eukaryotic cells have a structure called a membrane, which functions to provide protection and a fixed environment. Eukaryotic cells have a structure called a nucleus, which functions to house the cell's genetic information.

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65ef08c1-2248-4ffe-9908-a6afb9a2c84f>

Location: Unit 2 > Concept 2 > Lesson 7 > Check for Understanding > Add a new item to Check for Understanding, before item "Chemical Energy"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item "Chemical Energy" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition***

ISBN: 9781616292416

Current Page Number(s): 112

Location: Check for Understanding, before item "Chemical Energy"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item "Chemical Energy" - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition***

ISBN: 9781616292409

Current Page Number(s): 97

Location: Check for Understanding, before item "Chemical Energy"

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Add a new item and anno to Check for Understanding, before item “Chemical Energy” - see URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education - Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c0633e29-1f83-4d5f-bc18-66852ea271c6>

Location: Unit 4 > Concept 3 > Lesson 2 > Lesson Planning > Check for Understanding > after intro paragraph

Original Text: New Content

Updated Text: Vocabulary Check-In

After students understand the science ideas involved with key vocabulary term variation, introduce the term and prompt them to continue using it as they engage with the content in this lesson.

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregive Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Location: Course Materials > Summative Assessment Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b880e30c-9f74-43e7-a4f1-806e7438390d>

Location: Course Materials > Summative Assessment Standards Alignment

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

# Publisher: EduSmart

## Science, Grade 6

### Program: **2024 EduSmart Science Grade 6: TEKS**

#### Component: **2024 EduSmart Science Grade 6**

ISBN: 9.78E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 6**

ISBN: 9.78E+12

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 6**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

#### Component: **2024 EduSmart Science Grade 6**

ISBN: 9.78E+12

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1250 of 2091

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

## **Publisher: Green Ninja**

### **Science, Grade 6**

**Program: *Green Ninja Middle School Science - Texas: TEKS***

**Component: *Online Teacher Portal***

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: new content

Original Text: New Content

Updated Text: Added callout boxes for RTCs and SEPs in the following Grade 6 lessons: 1.1; 1.6; 1.12; 2.20; 4.10

### **Science, Grade 6**

**Program: *Green Ninja Middle School Science - Texas: ELPS***

**Component: *Online Teacher Portal***

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: Refer to Grade 6 Unit 1 Lesson 1 Section 3 (Cookie Minerals and Message from Green Ninja)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New slides 15-23 have been added to c-minerals-unit-green-ninja-letter-presentation-tx2 where slides 20-23 explain how to evaluate past scientific research in terms of costs and benefits.

**Component: *Online Teacher Portal***

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: Replace the last three paragraphs in the lesson plan with the following paragraphs (note that the first of the new paragraphs specifically pertains to diverse scientists):

Proclamation 2024: Report of New Content (10/24/2023)

Page 1251 of 2091

Original Text: New Content

Updated Text: “Use Slides 11-19 to introduce two diverse scientists whose research contributed to the field of communication technology, Hedy Lamarr and Jesse Russell. Use the slides and slide notes to inform the discussion. Reiterate that Hedy Lamarr was known as a famous actress, but she had an innovative spirit and a strong desire to make a difference. Jesse Russell overcame disadvantages to be a successful engineer and inventor. Use slide 18 to emphasize the importance of having diverse people contribute to scientific thought and how it benefits society. With a diversity of experiences comes a diversity of thoughts and ideas. Slide 19 provides an opportunity for students to identify the contributions and importance of diverse scientists.

“Use slides 20-23 to introduce students to how to evaluate scientific research from a cost-benefit perspective. The slides provide a narrative of what a cost-benefit analysis is. Use the slide notes to guide the discussion and provide thought starters for students as they evaluate the costs and benefits of the research of Hedy Lamarr and Jesse Russell.

Additionally, ask students the following questions:

How would our world be different today without these technologies?

Hedy Lamarr’s ideas were initially rejected, but she continued her pursuit. Was her investment worthwhile?

Jesse Russell overcame hardship as a child but was accepted to a university. Did his hard work pay off?

**Component: *Online Teacher Portal***

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: Refer to Grade 6 Unit 2 Lesson 18 Section 3 (Field Research in Action)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Replace the current presentation, c-science-spotlight-carson.pptx with a new presentation titled c-science-spotlight-environmental-pioneers.pptx. This presentation includes two diverse environmental scientists, Rachel Carson and George Washington Carver.

**Component: *Online Teacher Portal***

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: Refer to Grade 6 Unit 2 Lesson 18 Section 3 (Field Research in Action)

Original Text: New Content

Updated Text: Use the Science Spotlight presentation c-science-spotlight-environmental-pioneers.pptx to introduce students to Rachel Carson and George Washington Carver. Carson was an ecologist who wrote a book that helped launch a national environmental movement leading to the development of the Environmental Protection Agency (EPA). Carver, born into slavery, earned bachelor and master degrees in agriculture science and developed the practice of crop rotation. The slides and slide notes provide narrative and activities to discuss the impacts these diverse scientists had on scientific thought and society.

# Publisher: Houghton Mifflin Harcourt

## Science, Grade 6

### Program: *HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS*

**Component:** *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 6.1-6.5), p. 23

Location: Skills & Themes Bank, item 49 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: The first digital computer in the mid-1940s used 3,000 vacuum tubes for its processor. Vacuum tubes were fragile, prone to failure, and hard to maintain. It required a lot of investment to develop a different approach for vacuum tubes— the transistor. Within a few years later transistors replaced vacuum tubes in the processor. Transistors are small, light, and once the initial development cost has been invested, transistors can be mass-produced relatively inexpensively. Which of the following describes the cost-benefit analysis for developing transistors?

- A. It cost a lot of money to develop transistors, and so it did not make much sense to produce them since vacuum tubes are already available.
- [correct answer] B. It cost a lot of money to develop transistors, but over the long run they are much less expensive to produce and maintain than vacuum tubes.
- C. Even though transistors are light, durable, and inexpensive, it makes sense to keep using vacuum tubes because that is what has been used before.
- D. Even though vacuum tubes are easy to break and hard to maintain, it makes sense to keep using them to keep the price of electronics high.

**Component:** *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 6 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 6.1-6.5), Question 49, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column,

Original Text: New Content

Updated Text: A. This answer is incorrect because transistors were less expensive to produce and maintain in the long run.

\*B. If students miss this item, they may need a review of how even though it may be expensive to develop a new technology that investment may pay off in the long run.

C. This answer is incorrect because new technologies can be developed that are less expensive and more efficient.

D. This answer is incorrect because one of the goals of research is to find ways to reduce the costs of technologies.

**Component:** *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

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Page 1253 of 2091

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 6.1-6.5), p. 24

Location: Skills & Themes Bank, item 53 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: Current research has an impact on scientific thought. Move ONE correct answer to each box. Not all answers will be used.

Rare earth elements are metals with properties that make them [BLANK] in electronic devices such as cell phones and computers. By researching rare earth elements, scientists might make [BLANK] discoveries about the properties of these elements. These discoveries might lead to an [BLANK] in the capabilities of electronic devices or perhaps completely new technologies.

- A. useful
- B. harmful
- C. planned
- D. increase
- E. decrease
- F. unexpected

[correct answer] Rare earth elements are metals with properties that make them [useful] in electronic devices such as cell phones and computers. By researching rare earth elements, scientists might make [unexpected] discoveries about the properties of these elements. These discoveries might lead to an [increase] in the capabilities of electronic devices or perhaps completely new technologies.

**Component: *HMH Into Science Texas Teacher License Digital Grade 6***

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 6 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 6.1-6.5), Question 53, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column, Rationale for Choice E column, Rationale for Choice F column,

Original Text: New Content

Updated Text: If the student misses this item, they may need to review how scientific research in different fields relates to the process of science.

- A. Useful is correct because rare earth elements are commonly used in electronic devices.
- B. Harmful is not used because rare earth elements are necessary for electronic devices to function.
- C. Planned is not used because scientists make new discoveries when they conduct research.
- D. Increase is correct because learning more about rare earth elements might help scientists find new uses for them or find ways to improve how they are already being used.
- E. Decrease is not used because only new discoveries about rare earth elements that are useful would be used in electronic devices.
- F. Unexpected is correct because scientists cannot always know where their research will lead, and often the results are unexpected.

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Page 1254 of 2091

**Component: *HMH Into Science Texas Student License Digital Grade 6***

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.6.D, Elaborate, Screen 7

Location: Collaborate

Original Text: New Content

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

**Component: *HMH Into Science Texas Student License Digital Grade 6***

ISBN: 9780358860662

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Current Page Number(s): TEKS Lesson 6.6.D, Elaborate, Screen 4

Location: Collaborate

Original Text: New Content

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument.

First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report."

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Current Page Number(s): TEKS Lesson 6.6.D, Exp 1, Screen 2

Location: new drag and drop interaction at bottom of screen

Original Text: New Content

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense.

[options] air, oil, sand, water

[table, column 1] Least dense, [blank], [blank], Most dense

[table, column 2] [drop target: air], [drop target: oil], [drop target: water], [drop target: sand]

[incorrect feedback] More dense substances sink under less dense substances.

[correct feedback] More dense substances sink under less dense substances. Because the air floats at the top, it is the

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least dense. Oil floats on water so it is less dense than water, but more dense than air. The sand sinks under all three fluids, so it is the most dense."

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Current Page Number(s): TEKS Lesson 6.7.B, Exp 1, Screen 2

Location: new Step 8 after Step 7

Original Text: New Content

Updated Text: STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object

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Current Page Number(s): TEKS Lesson 6.8.A, Exploration 3, Screen 2

Location: Above current STEP 2

Original Text: New Content

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results.

STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan.

[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 1

Location: Second paragraph, toward bottom of screen

Original Text: New Content

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Updated Text: All organisms are systems that need energy to do things. Humans and other animals get energy from food. When you eat, the energy contained in the food as chemical energy enters your digestive system. Once there, it undergoes chemical changes just like those described in TEKS Lesson 6.6.E on Chemical Changes. One change the chemical energy in food can undergo is to be transformed to other forms of chemical energy such as blood sugar that can be used by your other body systems. Whether it's the movement of your legs, the pumping of your heart, or the push of air from your lungs that makes a sound, all the energy for your body systems comes from the food you have eaten. The nervous system transforms chemical energy into electrical energy to function. Human bodies also transform chemical energy into thermal energy that helps maintain a constant warm body temperature. This thermal energy eventually transfers to the surrounding environment. Your digestive system absorbs nutrients from the matter in food to be used by the different systems within the body, and any matter that cannot be used is passed out as waste.

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 2

Location: Bottom of screen

Original Text: New Content

Updated Text: Photosynthesis within the plant system also involves the conservation of matter. Matter is conserved in this system because the type and number of atoms in the products and reactants of photosynthesis are the same. Reactants are the inputs of, or what goes into, a chemical reaction. Products are the outputs of, or what is produced from, a chemical reaction. The elements involved in photosynthesis are carbon (C), oxygen (O), and hydrogen (H). These elements combine in different ways to form carbon dioxide (CO<sub>2</sub>), water (H<sub>2</sub>O), sugar (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>), and oxygen (O<sub>2</sub>). Here are three different ways to describe photosynthesis. • Plants use light energy to convert carbon dioxide and water to sugar and oxygen. • carbon dioxide + water [arrow with "light energy" label over the arrow] sugar + oxygen • 6CO<sub>2</sub> + 6H<sub>2</sub>O [arrow with "light energy" label over the arrow] C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> + 6 O<sub>2</sub> EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply. A. The mass of light energy used in the process must equal the mass of carbon dioxide, water, sugar, and oxygen produced. B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced. [correct answer] C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products. [correct answer] D. The mass of carbon in the reactants must equal the mass of carbon in the products. [correct answer] E. The products of photosynthesis must be the same as the reactants.

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 3

Location: add new Explain interaction at the bottom of screen

Original Text: New Content

Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system.

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Current Page Number(s): TEKS Lesson 6.8.C, Exp 2, Screen 6

Location: bottom of screen, Collaborate, short text interaction

Original Text: New Content

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: top of screen, insert new 1st paragraph

Original Text: New Content

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: Step 4, short text interaction

Original Text: New Content

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: bottom of screen, STEP 6

Original Text: New Content

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your

argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 2, Screen 4

Location: bottom of screen, Gather Data

Original Text: New Content

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause

- daily tidal cycles?
- weekly tidal cycles?
- monthly tidal cycles?

Record your data."

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Current Page Number(s): TEKS Lesson 6.10.A, Exp 4, Screen 5

Location: Communicate prompt, bottom of screen

Original Text: New Content

Updated Text: "Draw a diagram to model your moon settlement. Include labels to identify its main features. Share your model with other groups in the class."

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Current Page Number(s): TEKS Lesson 6.11, Test A, p. 4

Location: Item 11 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: A group of scientists are taking air samples to study the effects of a chemical being released into the atmosphere from a nearby factory.

Which TWO of the following sources would be appropriate to assess the method used to study the effects of the chemical?

- A. An advertising brochure from a company that sells air quality monitoring equipment.
- B. A survey about air quality based on responses from people who live near the factory.
- \*C. A scientific study on how the effects on the atmosphere from this chemical can be measured.
- D. A study of air sampling methods from other factories that release the same chemical into the atmosphere.

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Current Page Number(s): Assessment Guide Answer Key, TEKS 6.11 tab

Location: Resource Management (TEKS 6.11) Test A, Question 11, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column, Rationale for Choice E column, Rationale for Choice F column,

Original Text: New Content

Updated Text: If students miss this item, they may need to review how informed decisions can be made by evaluating evidence from multiple appropriate sources and assessing the methods used.

A. This is incorrect because an advertising brochure will likely include biased information about the products listed in it.

B. This is incorrect because a survey based on responses from people who live near the factory will likely include biased opinions.

\*C. This is correct because a scientific study is an appropriate source of information that can be used to assess the methods used in a study.

\*D. This is correct because a study of air sampling methods from other factories can be used to assess the methods used in a study.

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 3

Location: Entire screen

Original Text: New Content

Updated Text: "Researching How Resource Management Can Reduce Poverty

In this activity, your team will research and describe an example that demonstrates the importance of resource management in reducing poverty.

COLLABORATE: Working with a small group, spend 15 minutes researching an example of resource management being used to reduce poverty. You can use "resource management" and "reduce poverty" as search terms to guide your research.

IDENTIFY: What is the central problem or issue in the example?

DESCRIBE: How did poor resource management contribute to the problem in the example?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How have resource management decisions reduced poverty in this example?"

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Current Page Number(s): TEKS Lesson 6.11.A, EXP 3, Screen 4

Location: screen title and interactions after the reading passage

Original Text: New Content

Updated Text: "Case Study: Deforestation in Costa Rica

...

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

DESCRIBE: How have Costa Rica's policies for managing forests helped reduce poverty?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 5

Location: Screen title and questions at the end of the screen

Original Text: New Content

Updated Text: "Case Study: Pollution in the Atmosphere

....

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

Gather Data: How can resource management decisions affect the amount of greenhouse gases released by burning fossil fuels? Record your data."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 6

Location: first paragraph and accordion

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Original Text: New Content

Updated Text: "Now, share your ideas about resource management and reducing poverty with classmates. You can use the steps below to help guide a 15-minute class discussion.

Share Information (10 minutes)

Volunteers share information they found for the IDENTIFY, DESCRIBE, ANALYZE, and EVALUATE questions.

Brainstorm Solutions (5 minutes)

As a class, brainstorm resource management solutions that can reduce poverty."

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Current Page Number(s): TEKS Lesson 6.11.A, EL, Screen 8

Location: Collaborate paragraph

Original Text: New Content

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: paragraph 1, add new sentence 4

Original Text: New Content

Updated Text: "The United States has a developed energy infrastructure that provides nearly all Americans with reliable access to heat, electricity, and transportation. However, this infrastructure still relies mainly on burning fossil fuels, which contributes to global warming. Because the United States consumes so much energy, decisions made in this country have a large effect on global energy use. In fact, energy use and energy policies in every country can affect the rest of the world."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Collaborate

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Original Text: New Content

Updated Text: "COLLABORATE: Working with a small group, spend 20 minutes researching the following topics and questions. Pick a country to focus your research on, such as the United States, Russia, China, Iceland, Saudi Arabia, or Brazil. You may want to divide up the questions to complete your research in the given time. Use credible sources to do your research, such as government or educational websites and peer-reviewed journals with recent data."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 4, Screen 4

Location: bottom of screen, Make Informed Decisions

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS

- Name three or more credible sources you accessed during your research.
- Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources.
- Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more.
- Which solution do you think is the most cost-effective for reducing global malnutrition?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: After Make Informed Decisions

Original Text: New Content

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exploration 2, Screen 2

Location: bottom of screen, Make Informed Decisions

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective.

[insert table]

[col 1] Source [col 2] Method Used

[row 1]

[row 2]

[row 3]"

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Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, new Screen 9

Location: new screen after Screen 8

Original Text: New Content

Updated Text: "[title] Research Resource Management and Poverty

Natural resources are critical to the livelihoods of hundreds of millions of people, including many people living in poverty. For example, people may catch fish to eat and to sell to provide for their families. Many people who rely on natural resources in this way may not have other options for supporting themselves. This makes natural resources an important factor in reducing poverty around the world.

[fish photo]

**Conduct Research**

Working with a group, research to learn about a recent solution for reducing poverty through resource management. As you research, think about the following questions:

- How do people use natural resources for their livelihoods?
- How is poverty related to natural resources and the management of those resources?
- What resource management strategies can help reduce poverty?

Incorporate your researched solution and notes about reducing poverty into a poster. Hang your class posters together and do a gallery walk to explore other solutions for reducing poverty through resource management.

**[Tip] Conduct Research**

You will likely be using the Internet for much of your information and that information must be reliable. In addition to listing your sources, consider the following as you find information for this activity.

- Is the source credible? To assess credibility, look for authors who are experts in their field, evaluate the purpose of the text, and try to use sources that are as recent as possible. Also try to look on websites that are traditionally more reliable, such as those that end in .gov, .edu, or .org.
- Are the facts verifiable? That is, can you find the same facts in multiple credible sources?
- Are the opinions from an expert or experts on the topic?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Describing Greenhouse Gas Emissions. Short answer interaction

Original Text: New Content

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Updated Text: "Describing Greenhouse Gas Emissions

1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available?
2. What are the major sources of greenhouse gas emissions in your assigned country?
3. What percentage of your assigned country's emissions come from the burning of fossil fuels?

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Solutions to Greenhouse Gas Emissions, short answer interaction

Original Text: New Content

Updated Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: Make Informed Decisions, short answer interaction

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: Explain, short text interaction

Original Text: New Content

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world."

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Current Page Number(s): TEKS Lesson 6.11.B, Exp 4, Screen 4

Location: entire screen

Original Text: New Content

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display.

After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

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Current Page Number(s): TEKS Lesson 6.11.B, Elaborate, Screen 5

Location: Blue COLLABORATE box, top of the screen

Original Text: New Content

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country.

- What sources did you find during your research? How did you know they are credible?
- Describe three current solutions for reducing solid waste disposal.
- Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future.
- Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs.
- Which solution is the most cost-effective way to reduce solid waste disposal?

First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution."

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Current Page Number(s): TEKS Lesson 6.13.A, EL, Screen 3

Location: top of screen, first paragraph

Original Text: New Content

Updated Text: "With a classmate, further research the story of Henrietta Lacks and the question of control of genetic material. You should also research a scientist who is currently studying scientific and medical ethics. Answer the following questions based on your research."

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Current Page Number(s): TEKS Lesson 6.13.A, EL, Screen 3

Location: new Research question at bottom of screen

Original Text: New Content

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics.

- What is their education background and research focus?
- What are some current ethics issues in science or medicine?
- How does ethics research impact society?"

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Current Page Number(s): TEKS Lesson 6.13.B, Exp 2, Screen 6

Location: bottom of screen, Step 9, short text interaction

Original Text: New Content

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

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Current Page Number(s): TEKS Lesson 6.13.B, Exploration 3, Screen 4

Location: Short Text Interactivity, STEP 4

Original Text: New Content

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

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Current Page Number(s): TEKS Lesson 6.13.B, Elaborate, Screen 6

Location: Short Text Interactivity, STEP 4

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Original Text: New Content

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

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Current Page Number(s): Skills & Themes Bank (TEKS 6.1-6.5), p. 23

Location: Skills & Themes Bank, item 49 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: The first digital computer in the mid-1940s used 3,000 vacuum tubes for its processor. Vacuum tubes were fragile, prone to failure, and hard to maintain. It required a lot of investment to develop a different approach for vacuum tubes— the transistor. Within a few years later transistors replaced vacuum tubes in the processor. Transistors are small, light, and once the initial development cost has been invested, transistors can be mass-produced relatively inexpensively. Which of the following describes the cost-benefit analysis for developing transistors?

- A. It cost a lot of money to develop transistors, and so it did not make much sense to produce them since vacuum tubes are already available.
- [correct answer] B. It cost a lot of money to develop transistors, but over the long run they are much less expensive to produce and maintain than vacuum tubes.
- C. Even though transistors are light, durable, and inexpensive, it makes sense to keep using vacuum tubes because that is what has been used before.
- D. Even though vacuum tubes are easy to break and hard to maintain, it makes sense to keep using them to keep the price of electronics high.

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Current Page Number(s): Assessment Guide Answer Key, Grade 6 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 6.1-6.5), Question 49, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column,

Original Text: New Content

Updated Text: A. This answer is incorrect because transistors were less expensive to produce and maintain in the long run.

\*B. If students miss this item, they may need a review of how even though it may be expensive to develop a new technology that investment may pay off in the long run.

C. This answer is incorrect because new technologies can be developed that are less expensive and more efficient.

D. This answer is incorrect because one of the goals of research is to find ways to reduce the costs of technologies.

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Current Page Number(s): Skills & Themes Bank (TEKS 6.1-6.5), p. 24

Location: Skills & Themes Bank, item 53 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: Current research has an impact on scientific thought. Move ONE correct answer to each box. Not all answers will be used.

Rare earth elements are metals with properties that make them [BLANK] in electronic devices such as cell phones and computers. By researching rare earth elements, scientists might make [BLANK] discoveries about the properties of these elements. These discoveries might lead to an [BLANK] in the capabilities of electronic devices or perhaps completely new technologies.

- A. useful
- B. harmful
- C. planned
- D. increase
- E. decrease
- F. unexpected

[correct answer] Rare earth elements are metals with properties that make them [useful] in electronic devices such as cell phones and computers. By researching rare earth elements, scientists might make [unexpected] discoveries about the properties of these elements. These discoveries might lead to an [increase] in the capabilities of electronic devices or perhaps completely new technologies.

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Current Page Number(s): Assessment Guide Answer Key, Grade 6 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 6.1-6.5), Question 53, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column, Rationale for Choice E column, Rationale for Choice F column,

Original Text: New Content

Updated Text: If the student misses this item, they may need to review how scientific research in different fields relates to the process of science.

- A. Useful is correct because rare earth elements are commonly used in electronic devices.
- B. Harmful is not used because rare earth elements are necessary for electronic devices to function.
- C. Planned is not used because scientists make new discoveries when they conduct research.
- D. Increase is correct because learning more about rare earth elements might help scientists find new uses for them or find ways to improve how they are already being used.
- E. Decrease is not used because only new discoveries about rare earth elements that are useful would be used in electronic devices.
- F. Unexpected is correct because scientists cannot always know where their research will lead, and often the results are unexpected.

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Current Page Number(s): TEKS Lesson 6.6.D, Elaborate, Screen 7

Location: Collaborate

Original Text: New Content

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

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Current Page Number(s): TEKS Lesson 6.6.D, Elaborate, Screen 4

Location: Collaborate

Original Text: New Content

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument.

First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report."

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Current Page Number(s): TEKS Lesson 6.6.D, Exp 1, Screen 2

Location: new drag and drop interaction at bottom of screen

Original Text: New Content

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense.

[options] air, oil, sand, water

[table, column 1] Least dense, [blank], [blank], Most dense

[table, column 2] [drop target: air], [drop target: oil], [drop target: water], [drop target: sand]

[incorrect feedback] More dense substances sink under less dense substances.

[correct feedback] More dense substances sink under less dense substances. Because the air floats at the top, it is the least dense. Oil floats on water so it is less dense than water, but more dense than air. The sand sinks under all three fluids, so it is the most dense."

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Current Page Number(s): TEKS Lesson 6.7.B, Exp 1, Screen 2

Location: new Step 8 after Step 7

Original Text: New Content

Updated Text: STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object

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Current Page Number(s): TEKS Lesson 6.8.A, Exploration 3, Screen 2

Location: Above current STEP 2

Original Text: New Content

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results.

STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan.

[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 1

Location: Second paragraph, toward bottom of screen

Original Text: New Content

Updated Text: All organisms are systems that need energy to do things. Humans and other animals get energy from food. When you eat, the energy contained in the food as chemical energy enters your digestive system. Once there, it undergoes chemical changes just like those described in TEKS Lesson 6.6.E on Chemical Changes. One change the chemical energy in food can undergo is to be transformed to other forms of chemical energy such as blood sugar that can

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be used by your other body systems. Whether it's the movement of your legs, the pumping of your heart, or the push of air from your lungs that makes a sound, all the energy for your body systems comes from the food you have eaten. The nervous system transforms chemical energy into electrical energy to function. Human bodies also transform chemical energy into thermal energy that helps maintain a constant warm body temperature. This thermal energy eventually transfers to the surrounding environment. Your digestive system absorbs nutrients from the matter in food to be used by the different systems within the body, and any matter that cannot be used is passed out as waste.

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 2

Location: Bottom of screen

Original Text: New Content

Updated Text: Photosynthesis within the plant system also involves the conservation of matter. Matter is conserved in this system because the type and number of atoms in the products and reactants of photosynthesis are the same. Products are the inputs of, or what goes into, a chemical reaction. Reactants are the outputs of, or what is produced from, a chemical reaction. The elements involved in photosynthesis are carbon (C), oxygen (O), and hydrogen (H). These elements combine in different ways to form carbon dioxide (CO<sub>2</sub>), water (H<sub>2</sub>O), sugar (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>), and oxygen (O<sub>2</sub>).

Here are three different ways to describe photosynthesis.

- Plants use light energy to convert carbon dioxide and water to sugar and oxygen.
- carbon dioxide + water [arrow with "light energy" label over the arrow] sugar + oxygen
- 6CO<sub>2</sub> + 6H<sub>2</sub>O [arrow with "light energy" label over the arrow] C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> + 6 O<sub>2</sub>

EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply.

- A. The mass of light energy used in the process must equal the mass of carbon dioxide, water, sugar, and oxygen produced.
- B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced. [correct answer]
- C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products. [correct answer]
- D. The mass of carbon in the reactants must equal the mass of carbon in the products. [correct answer]
- E. The products of photosynthesis must be the same as the reactants.

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Current Page Number(s): TEKS Lesson 6.8.B, Exploration 3, Screen 3

Location: add new Explain interaction at the bottom of screen

Original Text: New Content



Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system.

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Current Page Number(s): TEKS Lesson 6.8.C, Exp 2, Screen 6

Location: bottom of screen, Collaborate, short text interaction

Original Text: New Content

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: top of screen, insert new 1st paragraph

Original Text: New Content

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: Step 4, short text interaction

Original Text: New Content

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

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Location: bottom of screen, STEP 6

Original Text: New Content

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 2, Screen 4

Location: bottom of screen, Gather Data

Original Text: New Content

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause

- daily tidal cycles?
- weekly tidal cycles?
- monthly tidal cycles?

Record your data."

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Current Page Number(s): TEKS Lesson 6.10.A, Exp 4, Screen 5

Location: Communicate prompt, bottom of screen

Original Text: New Content

Updated Text: "Draw a diagram to model your moon settlement. Include labels to identify its main features. Share your model with other groups in the class."

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Current Page Number(s): TEKS Lesson 6.11, Test A, p. 4

Location: Item 11 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: A group of scientists are taking air samples to study the effects of a chemical being released into the atmosphere from a nearby factory.

Which TWO of the following sources would be appropriate to assess the method used to study the effects of the chemical?

- A. An advertising brochure from a company that sells air quality monitoring equipment.
- B. A survey about air quality based on responses from people who live near the factory.
- \*C. A scientific study on how the effects on the atmosphere from this chemical can be measured.
- D. A study of air sampling methods from other factories that release the same chemical into the atmosphere.

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Current Page Number(s): Assessment Guide Answer Key, TEKS 6.11 tab

Location: Resource Management (TEKS 6.11) Test A, Question 11, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column, Rationale for Choice E column, Rationale for Choice F column,

Original Text: New Content

Updated Text: If students miss this item, they may need to review how informed decisions can be made by evaluating evidence from multiple appropriate sources and assessing the methods used.

- A. This is incorrect because an advertising brochure will likely include biased information about the products listed in it.
- B. This is incorrect because a survey based on responses from people who live near the factory will likely include biased opinions.
- \*C. This is correct because a scientific study is an appropriate source of information that can be used to assess the methods used in a study.
- \*D. This is correct because a study of air sampling methods from other factories can be used to assess the methods used in a study.

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 3

Location: Entire screen

Original Text: New Content

Updated Text: "Researching How Resource Management Can Reduce Poverty

In this activity, your team will research and describe an example that demonstrates the importance of resource management in reducing poverty.

COLLABORATE: Working with a small group, spend 15 minutes researching an example of resource management being used to reduce poverty. You can use "resource management" and "reduce poverty" as search terms to guide your research.

IDENTIFY: What is the central problem or issue in the example?

DESCRIBE: How did poor resource management contribute to the problem in the example?

ANALYZE: How is the problem in the case study related to human economic activities?

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EVALUATE: How have resource management decisions reduced poverty in this example?"

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Current Page Number(s): TEKS Lesson 6.11.A, EXP 3, Screen 4

Location: screen title and interactions after the reading passage

Original Text: New Content

Updated Text: "Case Study: Deforestation in Costa Rica

...

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

DESCRIBE: How have Costa Rica's policies for managing forests helped reduce poverty?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 5

Location: Screen title and questions at the end of the screen

Original Text: New Content

Updated Text: "Case Study: Pollution in the Atmosphere

....

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

Gather Data: How can resource management decisions affect the amount of greenhouse gases released by burning fossil fuels? Record your data."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 6

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Location: first paragraph and accordion

Original Text: New Content

Updated Text: "Now, share your ideas about resource management and reducing poverty with classmates. You can use the steps below to help guide a 15-minute class discussion.

Share Information (10 minutes)

Volunteers share information they found for the IDENTIFY, DESCRIBE, ANALYZE, and EVALUATE questions.

Brainstorm Solutions (5 minutes)

As a class, brainstorm resource management solutions that can reduce poverty."

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Current Page Number(s): TEKS Lesson 6.11.A, EL, Screen 8

Location: Collaborate paragraph

Original Text: New Content

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: paragraph 1, add new sentence 4

Original Text: New Content

Updated Text: "The United States has a developed energy infrastructure that provides nearly all Americans with reliable access to heat, electricity, and transportation. However, this infrastructure still relies mainly on burning fossil fuels, which contributes to

global warming. Because the United States consumes so much energy, decisions made in this country have a large effect on global energy use. In fact, energy use and energy policies in every country can affect the rest of the world."

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Location: Collaborate

Original Text: New Content

Updated Text: "COLLABORATE: Working with a small group, spend 20 minutes researching the following topics and questions. Pick a country to focus your research on, such as the United States, Russia, China, Iceland, Saudi Arabia, or Brazil. You may want to divide up the questions to complete your research in the given time. Use credible sources to do your research, such as government or educational websites and peer-reviewed journals with recent data."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 4, Screen 4

Location: bottom of screen, Make Informed Decisions

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS

- Name three or more credible sources you accessed during your research.
- Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources.
- Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more.
- Which solution do you think is the most cost-effective for reducing global malnutrition?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: After Make Informed Decisions

Original Text: New Content

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exploration 2, Screen 2

Location: bottom of screen, Make Informed Decisions

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective.

[insert table]

[col 1] Source [col 2] Method Used

[row 1]

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[row 2]

[row 3]"

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Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, new Screen 9

Location: new screen after Screen 8

Original Text: New Content

Updated Text: "[title] Research Resource Management and Poverty

Natural resources are critical to the livelihoods of hundreds of millions of people, including many people living in poverty. For example, people may catch fish to eat and to sell to provide for their families. Many people who rely on natural resources in this way may not have other options for supporting themselves. This makes natural resources an important factor in reducing poverty around the world.

[fish photo]

**Conduct Research**

Working with a group, research to learn about a recent solution for reducing poverty through resource management. As you research, think about the following questions:

- How do people use natural resources for their livelihoods?
- How is poverty related to natural resources and the management of those resources?
- What resource management strategies can help reduce poverty?

Incorporate your researched solution and notes about reducing poverty into a poster. Hang your class posters together and do a gallery walk to explore other solutions for reducing poverty through resource management.

**[Tip] Conduct Research**

You will likely be using the Internet for much of your information and that information must be reliable. In addition to listing your sources, consider the following as you find information for this activity.

- Is the source credible? To assess credibility, look for authors who are experts in their field, evaluate the purpose of the text, and try to use sources that are as recent as possible. Also try to look on websites that are traditionally more reliable, such as those that end in .gov, .edu, or .org.
- Are the facts verifiable? That is, can you find the same facts in multiple credible sources?
- Are the opinions from an expert or experts on the topic?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Describing Greenhouse Gas Emissions. Short answer interaction

Original Text: New Content

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Updated Text: "Describing Greenhouse Gas Emissions

1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available?
2. What are the major sources of greenhouse gas emissions in your assigned country?
3. What percentage of your assigned country's emissions come from the burning of fossil fuels?

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Solutions to Greenhouse Gas Emissions, short answer interaction

Original Text: New Content

Updated Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: Make Informed Decisions, short answer interaction

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: Explain, short text interaction

Original Text: New Content

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world."

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Current Page Number(s): TEKS Lesson 6.11.B, Exp 4, Screen 4

Location: entire screen

Original Text: New Content

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display.

After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

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Current Page Number(s): TEKS Lesson 6.11.B, Elaborate, Screen 5

Location: Blue COLLABORATE box, top of the screen

Original Text: New Content

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country.

- What sources did you find during your research? How did you know they are credible?
- Describe three current solutions for reducing solid waste disposal.
- Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future.
- Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs.
- Which solution is the most cost-effective way to reduce solid waste disposal?

First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution."

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Current Page Number(s): TEKS Lesson 6.13.A, EL, Screen 3

Location: top of screen, first paragraph

Original Text: New Content

Updated Text: "With a classmate, further research the story of Henrietta Lacks and the question of control of genetic material. You should also research a scientist who is currently studying scientific and medical ethics. Answer the following questions based on your research."

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Current Page Number(s): TEKS Lesson 6.13.A, EL, Screen 3

Location: new Research question at bottom of screen

Original Text: New Content

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics.

- What is their education background and research focus?
- What are some current ethics issues in science or medicine?
- How does ethics research impact society?"

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Current Page Number(s): TEKS Lesson 6.13.B, Exp 2, Screen 6

Location: bottom of screen, Step 9, short text interaction

Original Text: New Content

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

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ISBN: 9780358860662

Link to Current Content:

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Current Page Number(s): TEKS Lesson 6.13.B, Exploration 3, Screen 4

Location: Short Text Interactivity, STEP 4

Original Text: New Content

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

**Component: *HMH Into Science Texas Student License Digital Grade 6***

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.13.B, Elaborate, Screen 6

Location: Short Text Interactivity, STEP 4

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

**Component: *HMH Into Science Texas Teacher License Digital Grade 6***

ISBN: 9780358860907

Current Page Number(s): Grade 6 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 6 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 6***

ISBN: 9780358841593

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

## **Publisher: Kiddom**

### **Science, Grade 6**

**Program: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

Proclamation 2024: Report of New Content (10/24/2023)

Page 1283 of 2091

Updated Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

Updated Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: OMISSION: Please include the following as evidence. Throughout the course, "connect to previous unit ideas" are incorporated into lessons to spiral content and support mastery and retention. For example, 6.3.01 Connect to Previous Unit Ideas begins with, "In our previous Cup Design Unit, we developed some useful ways to represent what was happening to the matter and energy in a system. Let's recall what those were, so we can figure out if they could help us explain what caused some of the changes happening outside in the videos' precipitation events. Discuss these ideas with a partner:

How did we represent the particles that make up different states of matter in a gas, a liquid, and a solid?

How did we represent the different ways that energy can be transferred into and out of a system like a cup with liquid in it?"

Since the evidence shows spiraling of content throughout the course, the score should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

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How did we represent the particles that make up different states of matter in a gas, a liquid, and a solid?

How did we represent the different ways that energy can be transferred into and out of a system like a cup with liquid in it?"

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-Review. Pages 14-21 outline the horizontal alignment of DCI progressions throughout the middle school program and grade 6. Along with the horizontal alignment, the progression of complexity is stated. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive_link)

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1285 of 2091

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review. Page 10 of this document provides a chart outlining the focus of all SEPs throughout the middle curriculum. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHwqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHwqsUuJdE7G/view?usp=drive_link)

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHwqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHwqsUuJdE7G/view?usp=drive_link)

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

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[View Updated Content](#)

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-Review

New content added. Please include the following new content as evidence found in the 6th grade science course.

<https://docs.google.com/document/d/1yKKsSPElpNyXBFW8TJOZIfYZS5SpjfvtdwVFuoE6KM/edit>

The 6th grade TEKS alignment chart by unit will be added to the course main page and the unit assessment pages for

teacher and student reference. Since this evidence shows TEKS alignment and correlations within the unit lessons and assessments, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review

New content added. Please include the following new content as evidence found in the 6th grade science course.

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides. Information from the following page is added as a resource for teachers as a guide in using the instructional model to accommodate multilingual learners. The following is a direct quote from the text to be added, "OpenSciEd Instructional Model:

The instructional routines that make up the OpenSciEd Instructional Model provide many scaffolded opportunities for multilingual students to practice talking in partners, small groups, and then finally as a whole class.

Activities include options for students to express their ideas in many ways, with an emphasis on students using both linguistic (e.g., talking and writing) and non-linguistic (e.g., drawing, graphing) resources to share their thinking."

<https://www.opensci.ed.org/multilingual-learners/>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

Since this evidence shows teacher guidance for linguistic accommodations, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

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Proclamation 2024: Report of New Content (10/24/2023)

<https://www.openscienced.org/multilingual-learners/>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence added to the 6th grade science course. OSE strategies for supporting emerging multilingual learners sensemaking will be provided to teachers and added to the Course Unit Storylines and Teacher guides in the 6th grade science course. It is a resource from OSE that explains a variety of specific instructional strategies that teachers will utilize throughout the 6th grade curriculum to purpose scaffold the content for multilingual learners.

<https://www.openscienced.org/wp-content/uploads/2020/06/OpenSciEd-Strategies-for-Supporting-Emerging-Multilingual-Learners-May-2020-3.pdf>

OSE also provides a video for teachers on Supporting emerging multilingual learners. This video will be added to Unit Storylines and Teacher Guides as a resource for teachers to accommodate multilingual learners.

<https://vimeo.com/440446393>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

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Proclamation 2024: Report of New Content (10/24/2023)

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[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence added to the 6th grade science course Unit Storylines and Teacher Guides Activities Section. Home communication letters found at the end of the unit overview are provided for teachers as a resource to share with caregivers for how they can help student learning. The following is a direct quote from the resource, "Helping your child make sense of their learning:

There is no pre-teaching vocabulary because words often have multiple meanings, and are often easier to remember once students have some experience with it; therefore, ask your child to recall evidence or experiences to help elaborate on what their ideas and explanations are.

Encourage your child to connect how their models or drawings help explain their ideas about the one-way mirror phenomenon.

Ask your child how different structures or parts interact with other structures within their models.

Ask your child what question(s) they are working on currently, and how the class has made progress so far.

If your child sees the phenomenon or a similar phenomenon outside of school, encourage your child to record it and share with the class, or explain to you what they think is happening."

Please see the following example of the Unit 6.1 Overview Materials with a home communication letter at the end.

<https://docs.google.com/document/d/1XpCnIUfmt3gij8jzWX57PGYFOikGPcpxLHUauj2UN0s/edit>

Since this evidence shows information for each unit that teachers can use to communicate with caregivers, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the 6th grade science course Unit Storylines and Teacher Guides Activities Section. Home communication letters found at the end of the unit overview are provided for teachers as a resource to share with caregivers for how they can help student learning. The following is a direct quote from the resource, "Helping your child make sense of their learning:

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence found in the 6th grade science course Unit storylines and Teacher Guides. A video resource is provided for teachers that guides them through communicating with parents and caregivers.

<https://vimeo.com/749436388>

Home communication letters found at the end of the unit overview materials. The letters are provided as a guide in communicating with parents and caregivers and will be sent home at the start of each unit.

<https://docs.google.com/document/d/1XpCnIUfmt3gij8jzWX57PGYFOikGPcxlHUauj2UN0s/edit>

Since this evidence shows resources and information that guide teachers in communicating with parents and caregivers, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence found in the 6th grade science course Unit storylines and Teacher Guides. A video resource is provided for teachers that guides them through communicating with parents and caregivers.

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**Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS***

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciaccount>

Proclamation 2024: Report of New Content (10/24/2023)

Parents can view a library of the simulations that will be used in each unit as well.

<https://www.openscienced.org/phenomena-simulation-library-middle-school/>

The following is a direct quote of text included in the caregiver technology information page, " "Students will interact with multiple forms of media throughout the course. Simulations and data visualization tools will enable students to create and refine models of their ideas of key scientific phenomena. Embedded engineering practices in units focused on problem-solving and technology emphasize that there is not always one right answer. When having conversations about science, you can encourage your child's curiosity through talking about their own noticings and wonderings from the technology that they utilize in class. When supporting your students' use of technology, hold off on providing answers right away for your child; we want students to make progress on their own questions and to think of ways to make sense of what's around them."

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.9nsrlo629z8u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.9nsrlo629z8u)

Since this evidence shows materials provided to parents and caregivers to support student engagement with the technology and online aspects of the curriculum, the score should be changed from N to Y.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciencedaccount>

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# Publisher: McGraw Hill

## Science, Grade 6

### Program: *McGraw Hill Texas Science, Grade 6 : TEKS*

**Component:** *McGraw Hill Texas Science Grade 6 Student Edition*

ISBN: 9781265562144

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

**Component:** *McGraw Hill Texas Science Grade 6 Student Edition*

ISBN: 9781265562144

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 6 ELAR\_Math\_Correlations\_Sample

# Publisher: Savvas Learning

## Science, Grade 6

### Program: *Texas Experience Science Grade 6 (Print with digital): TEKS*

**Component:** *Grade 6 Digital Components*

ISBN: 9781428553880

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Worksheet (Student Version) , pp. 1-2

Location: Edits made to meet TEKS breakout 3A xii left page, Bottom half of page; right page, top half of page

Link to Updated Content:

[View Updated Content](#)

Original Text: After the problem has been identified, and the criteria and constraints identified, an engineer will develop possible solutions. This often involves working in teams with other engineers and designers to brainstorm ideas and research materials that can be used in the design. It's important for engineers to think creatively and explore all possible

Proclamation 2024: Report of New Content (10/24/2023)

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options. Engineers then develop the idea that they feel best solves the problem. Once engineers design a solution, they get to work building a model or prototype of the solution. A model may involve sketching on paper, using computer software, or building a three-dimensional structure. A prototype is a working model of the solution. Building a model or prototype helps an engineer determine whether a solution meets the criteria and stays within the constraints. During this stage of the process, engineers must often deal with new problems and make any necessary adjustments to the model or prototype.

Updated Text: After the problem and the criteria and constraints have been identified, an engineer will propose possible solutions. This often involves working in teams with other engineers and designers to brainstorm ideas and research materials that can be used in the design. It's important for engineers to think creatively and to propose solutions that are supported by models and consistent with scientific ideas, scientific principles, and scientific theories. Engineers then develop the idea that they feel best solves the problem considering scientific ideas, scientific principles, and scientific theories. So for example, if an engineer is working on a solution to find life on Mars, they would need to consider the cell theory. Once engineers design a solution, they get to work building a model that serves to support the proposed solution. A model may involve sketching on paper, using computer software, or building a three-dimensional structure. A prototype is a working model of the solution. Building a model or prototype helps an engineer determine whether a solution meets the criteria and stays within the constraints. During this stage of the process, engineers must often deal with new problems and make any necessary adjustments to the model or prototype.

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Current Page Number(s): Worksheet (Teacher Version), pp. 1-2

Location: Edits made to meet TEKS breakout 3A xii. Teacher document. left page, Bottom half of page; right page, top half of page

Link to Updated Content:

[View Updated Content](#)

Original Text: After the problem has been identified, and the criteria and constraints identified, an engineer will develop possible solutions. This often involves working in teams with other engineers and designers to brainstorm ideas and research materials that can be used in the design. It's important for engineers to think creatively and explore all possible options. Engineers then develop the idea that they feel best solves the problem. Once engineers design a solution, they get to work building a model or prototype of the solution. A model may involve sketching on paper, using computer software, or building a three-dimensional structure. A prototype is a working model of the solution. Building a model or prototype helps an engineer determine whether a solution meets the criteria and stays within the constraints. During this stage of the process, engineers must often deal with new problems and make any necessary adjustments to the model or prototype.

Updated Text: After the problem and the criteria and constraints have been identified, an engineer will propose possible solutions. This often involves working in teams with other engineers and designers to brainstorm ideas and research materials that can be used in the design. It's important for engineers to think creatively and to propose solutions that are supported by models and consistent with scientific ideas, scientific principles, and scientific theories. Engineers then develop the idea that they feel best solves the problem considering scientific ideas, scientific principles, and scientific theories. So for example, if an engineer is working on a solution to find life on Mars, they would need to consider the cell theory. Once engineers design a solution, they get to work building a model that serves to support the proposed solution. A model may involve sketching on paper, using computer software, or building a three-dimensional structure. A prototype is a working model of the solution. Building a model or prototype helps an engineer determine whether a solution meets the criteria and stays within the constraints. During this stage of the process, engineers must often deal with new problems and make any necessary adjustments to the model or prototype.

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Link to Current Content:

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Current Page Number(s): Slide 18

Location: Edits made to meet TEKS breakout 3A xii. Slide content

Link to Updated Content:

[View Updated Content](#)

Original Text: Develop Possible Solutions Brainstorm ideas. Research materials Design and Build a Solution Choose one solution. Build a prototype or model. Communicate the Solution Share final the design.

Updated Text: Propose Possible Solutions Brainstorm ideas. Research materials. Consider existing scientific ideas, principles, and theories. Design and Build a Solution Choose one solution. Build a prototype or model that supports the solution. Communicate the Solution Share the final design.

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 18

Location: Edits made to meet TEKS breakout 3A xii. Teacher Notes - second heading and added bullet at end.

Link to Updated Content:

[View Updated Content](#)

Original Text: Develop Possible Solutions Brainstorm ideas. Research materials Design and Build a Solution Choose one solution. Build a prototype or model. Communicate the Solution Share final the design.

Updated Text: Propose Possible Solutions Engineers must also consider how their proposed solution can be supported by models and that the solution is consistent with scientific ideas, scientific principles, and scientific theories.

**Component: *Grade 6 Teacher Guide***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 42

Location: Added objective for AP to address rubric feedback. First paragraph, now p. 90

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. This elastic potential energy is converted back into kinetic energy as the ball moves back up in the air after bouncing.

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Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. In addition, they will be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. This elastic potential energy is converted back into kinetic energy as the ball moves back up in the air after bouncing.

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 90

Location: Added objective for AP to address TRR rubric feedback. Paragraph under Launch the Anchoring Phenomenon, now p. 14

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will gain knowledge that should help them explain the physical and chemical changes that occur as the dough and other ingredients become a pizza.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will gain knowledge that should help them compare the states of matter, investigate physical properties, and identify elements and the formation of new substances. In addition, they will be able to explain the physical and chemical changes that occur as the dough and other ingredients become a pizza.

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Link to Current Content:

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Current Page Number(s): 166

Location: Added objective for AP to address rubric feedback. Paragraph under Launch the Anchoring Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will gain knowledge that should help them explain that lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will gain knowledge that should help them differentiate Earth's spheres, model and describe its layers, and describe how rocks form in the rock cycle. In addition, they will be able to explain that lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

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Link to Current Content:

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Current Page Number(s): 204

Location: Added objective for AP to address TRR rubric feedback. Paragraph under Launch the Anchoring Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the Bosco Verticale building in Milan, Italy. The building is an example of architecture and engineering with an eye toward conservation of resources, including clean air and water. Throughout the Topic students will gain knowledge that should help them explain how design and conservation can go hand in hand.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the Bosco Verticale building in Milan, Italy. The building is an example of architecture and engineering with an eye toward conservation of resources, including clean air and water. Throughout the Topic students will learn to explain how conservation, increased efficiency, and technology can help manage air, water, soil, and energy resources. This knowledge will help them explain how the design of a building, such as Bosco Verticale, and conservation of resources can go hand in hand.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 252

Location: Added objective for AP to address TRR rubric feedback. Paragraph under Launch the Anchoring Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a time-lapse video that shows a crystal growing from both a naked-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them explain that all things that increase in size are not alive. They will learn that all living things (organisms) are made of one or more cells and come from preexisting cells. They will also learn about the other characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

Updated Text: Launch the Anchoring Phenomenon Students watch a time-lapse video that shows a crystal growing from both a naked-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them explain that all things that increase in size are not alive. Students will learn the basic components of the cell theory: how organisms are composed of one or more cells; how cells come from existing cells; and how cells are the basic unit of structure and function. They will also learn about the other characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

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Link to Current Content:

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Current Page Number(s): 280

Location: Added objective for AP to address rubric feedback. Paragraph under Launch the Anchoring Phenomenon

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Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them make and use observations to predict which bear variation would be more likely to increase in number in this region.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them describe and investigate the organization and relationships in ecosystems and describe how variations can be an advantage or disadvantage. In addition, they will also be able to make and use observations to predict which bear variation would be more likely to increase in number in this region.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 133

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph, now page 57

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far, go on Realize to the Topic 1 Spiraling Content Activity.

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ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 199

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far, go on Realize to the Topic 5 Spiraling Content Activity.

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Link to Current Content:  
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Current Page Number(s): 323

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far, go on Realize to the Topic 8 Spiraling Content Activity.

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ISBN: 9781418398651

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 86

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR Rubric feedback. Made edits to other areas of the page for fit. Now page 10.

Link to Updated Content:

[View Updated Content](#)

Original Text:

Preview the Topic In Experience 1, students learn about three states of matter and how particles behave in them. In Experience 2, students delve deeper into the physical properties of matter, including those of homogeneous and heterogeneous mixtures. In Experience 3, students learn about elements and the periodic table. In Experience 4, students learn how to identify evidence of chemical change. PREVIEW ANCHORING PHENOMENON Students observe what happens to pizza dough as it is baked. Topic Readiness Test Students answer questions to show what they already know about matter by completing a printed or online Topic Readiness Test. Teacher Background To teach the content of this Topic, you should be familiar with the following concepts: • How materials tend to change when heated or cooled. • States of matter and their relationships to temperature. • Physical properties of matter, including temperature, volume, mass, and magnetism. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed first in bold type. The subsequent text explains the misconceptions. These misconceptions will be addressed at point of use. • Chemical changes are physical changes. People sometimes conflate both types of change because what causes a change in physical state (e.g., thermal energy causing melting) can be the same thing that causes or is otherwise a factor in a chemical change. Warming a bar of frozen chocolate can cause it to melt, while providing additional heat might cause it to burn. The former is a physical change, while the latter is a chemical change. • Everything gets denser when it freezes. In general, most substances get denser if their temperature drops, but there are exceptions, such as water. The lesser density of solid water is one of its unique properties.

Updated Text: Preview the Topic In this topic, students compare the states of matter, investigate physical properties, and identify elements and the formation of new substances. In Experience 1, students learn about three states of matter and how particles behave in them. In Experience 2, students delve deeper into the physical properties of matter, including those of homogeneous and heterogeneous mixtures. In Experience 3, students learn about elements and the periodic table. In Experience 4, students learn how to identify evidence of chemical change. Students learned about kinetic energy

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in Grade 5. They build on and apply their knowledge of kinetic energy as they learn about the relationship between kinetic energy and states of matter. **PREVIEW ANCHORING PHENOMENON** Students observe what happens to pizza dough as it is baked. **Topic Readiness** Students answer questions to show what they already know about matter by completing a printed or online **Topic Readiness Test**. Remediation is provided for students who struggle with prerequisite concepts. You could also use the **Look Back Presentation** to remind students of content they learned in prior grades. **Teacher Background** To teach the content of this Topic, you should be familiar with the following concepts:

- How materials tend to change when heated or cooled.
- States of matter and their relationships to temperature.
- Physical properties of matter, including temperature, volume, mass, and magnetism.

**Teacher Prep Videos** Watch the **Teacher Prep Videos** to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** Common misconceptions are listed first in bold type and then explained. These misconceptions will be addressed at point of use.

- Chemical changes are physical changes. People sometimes conflate both types of change because what causes a change in physical state can be the same thing that causes a factor in a chemical change. Warming a frozen chocolate bar can cause it to melt, while providing additional heat might cause it to burn. The former is a physical change, while the latter is a chemical change.
- Everything gets denser when it freezes. In general, most substances get denser if their temperature drops, but there are exceptions, such as water. The lesser density of solid water is one of its unique properties.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 162

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR Rubric. Made edits to other areas of the page for fit.

Link to Updated Content:

[View Updated Content](#)

Original Text:

Preview the Topic In Experience 1, students are introduced to Earth's four spheres. They learn to differentiate among the biosphere, hydrosphere, atmosphere, and geosphere and identify how the components of each sphere interact. In Experience 2, they become familiar with Earth's four layers and describe their different characteristics. Finally, in Experience 3, they explore how sedimentary, metamorphic, and igneous rocks form and change through the rock cycle. **PREVIEW ANCHORING PHENOMENON** Students determine where lava comes from. Students will consider the processes that form lava and cause it to erupt from Earth's surface. **Topic Readiness Test** Students answer questions to show what they already know about Earth's structures by completing a printed or online **Topic Readiness Test**. **Teacher Background** To teach this Topic, you should be familiar with the following concepts:

- The biosphere is made up of all of the organisms on Earth. The hydrosphere is made up of water in liquid, solid, and gas form. The atmosphere includes the gases that make up Earth's outermost layer and it contains Earth's weather. The geosphere is made up of the rock and metal that form Earth's four layers.
- Earth has four distinct layers: the crust, mantle, outer core, and inner core. The crust is the thin outermost layer. The mantle is hotter and larger than the crust. Magma is formed in the mantle. Below the mantle is the outer core, which is made of liquid metal. The inner core is a solid sphere of metal at the center.
- The rock cycle continuously changes and recycles Earth's materials. The rock cycle does not create any new materials.
- Sedimentary rocks are cemented sediments left behind by weathering and erosion. Igneous rocks form from cooled magma and lava. Metamorphic rocks have been changed through intense heat and extreme pressure.

**Teacher Prep Videos** Watch the **Teacher Prep Videos** to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** Common misconceptions are listed first in bold type. The subsequent text explains the misconceptions. These misconceptions will be addressed at point of use.

- People are not part of Earth's spheres. As living things, humans are part of the biosphere. Our actions also impact each of the other spheres.
- Earth's interior is magma. Earth's interior

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is not all molten below the thin crust. Rock in the mantle, while very hot and pliable, is still solid. • Rock follows a single path in the rock cycle. Rock can take any number of paths through the rock cycle. The rock cycle illustrates all the different ways that rock can change, but not all rock follows the same path through the cycle.

Updated Text: Preview the Topic In this topic, students will differentiate Earth's spheres, and model and describe its layers and the rock cycle. In Experience 1, students learn to differentiate among the biosphere, hydrosphere, atmosphere, and geosphere and identify how the components of each sphere interact. In Experience 2, they become familiar with Earth's four layers and describe their different characteristics. Finally, in Experience 3, they explore how sedimentary, metamorphic, and igneous rocks form and change through the rock cycle. Students learned about properties of matter, physical and chemical changes, and density in Topic 1. They will build on this knowledge as they learn about the properties of Earth's layers and the rock cycle. PREVIEW ANCHORING PHENOMENON Students determine where lava comes from. Students will consider the processes that form lava and cause it to erupt from Earth's surface. Topic Readiness Students answer questions to show what they already know about Earth's structures by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach this Topic, you should be familiar with the following concepts: • The biosphere is made up of all organisms on Earth. The hydrosphere is made up of water in liquid, solid, and gas form. The atmosphere includes the gases that make up Earth's outermost layer and it contains Earth's weather. The geosphere is made up of the rock and metal that form Earth's four layers. • The crust is the thin outermost layer of Earth. The mantle is hotter and deeper than the crust. Below the mantle is the liquid metal outer core. • Sedimentary rocks are cemented sediments left behind by weathering and erosion. Igneous rocks form from cooled magma and lava. Metamorphic rocks have been changed through intense heat and extreme pressure. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed in bold type and then explained. These misconceptions will be addressed at point of use. • People are not part of Earth's spheres. As living things, humans are part of the biosphere. Our actions also impact each of the other spheres. • Earth's interior is magma. Earth's interior is not all molten below the thin crust. Rock in the mantle, while very hot and pliable, is still solid. • Rock follows a single path in the rock cycle. The rock cycle illustrates the ways that rock can change, but not all rock follows the same path.

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Link to Current Content:

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Current Page Number(s): 276

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR Rubric. Made edits to other areas of the page for fit.

Link to Updated Content:

[View Updated Content](#)

Original Text:

Preview the Topic In Experience 1, students learn about the hierarchical organization of organisms, populations, and the community within an ecosystem. In Experience 2, students become familiar with the ways organisms compete for abiotic and biotic factors. In Experience 3, students investigate the interactions organisms and populations have, such as predation and symbiotic relationships. Finally, in Experience 4, students discover that organisms have variations that can influence the survival of populations. PREVIEW ANCHORING PHENOMENON Students learn about two bear populations in a warming Arctic ecosystem: the polar bear and pizzly bear, a cross between a polar bear and a grizzly bear. Students consider how and why each population might change over time. Topic Readiness Test Students answer questions to show what they already know about organisms and ecosystems by completing a printed or online Topic Readiness Test.

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Teacher Background To teach the content of this Topic, you should be familiar with these concepts: • A population is all members of the same species living together in the same area. • A variation is a difference in a trait among members of a species in a population. Variation of traits in a population depends on genetic and environmental factors. • A food web is the arrangement of several interconnected food chains in an ecosystem. When the size of a population changes, the pattern of energy transfer in a food web also changes. Energy transfer is the amount of energy that moves along a food chain from one organism to another. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These videos include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • All the members of a species live in the same ecosystem. Members of a species can belong to different populations in diverse ecosystems. For example, in Texas, coyote populations range from the Rolling Plains to the Gulf Prairies and Marshes, and they also roam big cities. • Predator and prey populations in an ecosystem are always similar in size. Predator populations tend to be smaller than their prey populations. Predators are high on the food chain, so a healthy ecosystem will always have more prey than predators. Predator and prey population sizes influence each other.

Updated Text: Preview the Topic In this topic, students will describe and investigate the organization and relationships in ecosystems and describe how variations can be an advantage or disadvantage. In Experience 1, students learn about the hierarchical organization of organisms, populations, and the community within an ecosystem. In Experience 2, students become familiar with the ways organisms compete for abiotic and biotic factors. In Experience 3, students investigate the interactions organisms and populations have, such as predation and symbiotic relationships. Finally, in Experience 4, students discover that organisms have variations that can influence the survival of populations. Students learned about the basic characteristics of living things in Topic 7. They will build on that knowledge in this topic as they explore how organisms compete for the resources they need to survive. PREVIEW ANCHORING PHENOMENON Students learn about two bear populations in a warming Arctic ecosystem: the polar bear and pizzly bear, a cross between a polar bear and a grizzly bear. Students consider how and why each population might change over time. Topic Readiness Students answer questions to show what they already know about organisms and ecosystems by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach the content of this Topic, you should be familiar with these concepts: • A population is all members of the same species living together in an area. • A variation is a difference in a trait among members of a species in a population. Variation of traits in a population depends on genetic and environmental factors. • A food web is the arrangement of several interconnected food chains in an ecosystem. When the size of a population changes, the pattern of energy transfer in a food web also changes. Energy transfer is the amount of energy that moves along a food chain from one organism to another. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These videos include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • All the members of a species live in the same ecosystem. Members of a species can belong to different populations in diverse ecosystems. • Predator and prey populations in an ecosystem are always similar in size. Predator populations tend to be smaller than their prey populations. Predator and prey population sizes influence each other.

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ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 3 Spiraling Content Activity Teacher Version (see link for contents)

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**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 Look Back Presentation (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Look Back Presentation (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 8 Look Back Presentation (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 School to Home Letter (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: New content to address TRR rubric feedback, current content does not exist.

Proclamation 2024: Report of New Content (10/24/2023)



Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Location: Edited Grade-Level School to Home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed content and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 6, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about forces, energy, and changes in matter. They will explore the causes of seasons and tides, the structure of Earth, and how to manage Earth's resources. Finally, students will learn about cell theory, characteristics of living things, and how organisms interact in ecosystems. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

Updated Text: Dear Students and Caregivers, In Grade 6, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about forces, energy, and changes in matter. They will explore the causes of seasons and tides, the structure of Earth, and how to manage Earth's resources. Finally, students will learn about cell theory, characteristics of living things, and how organisms interact in ecosystems. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially, \_\_\_\_\_ Science Teacher

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 134

Location: Made changes to Entire Page to address TRR response.

Original Text: New Content

Updated Text: Preview the Topic In this topic students will develop a model to illustrate how Earth's tilt and revolution around the sun causes seasons. Students will identify patterns in order to predict how the position of Earth relative to the Sun and Moon causes tides. Students learned about the force of gravity in Topic 2 (TEKS 6.7A). In this topic, they will build on this understanding to learn how the force of gravity interacts with the Earth-Moon-Sun System. Topic Readiness

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Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 58

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic In this topic, students will use models to identify and explain how forces act on objects, including calculating the net force of an object. Students learned about equal and unequal forces and investigated the effect of forces on objects in a system in Grade 5 (5.7A, 5.7B). They will build on that knowledge in this topic as they explore types of forces and calculate net force. Topic Readiness Test Students answer questions to show what they already know about energy by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background • Some forces are contact forces (friction and normal forces) which require objects to be in direct contact with each other. Other forces (gravity and magnetism) are noncontact forces and do not require objects to be in direct contact.

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 62

Location: Made changes to Launch the Anchoring Phenomenon to address TRR response.

Original Text: Students watch a video that introduces the phenomenon of water being used to lift a person in the air. Throughout the Topic, students will gain knowledge that should help them explain that the hydroflight device exerts a force on the water, and the water exerts an equal but opposite force back on the device.

Updated Text: Students watch a video that introduces the phenomenon of water being used to lift a person in the air. Throughout the Topic, students will identify how forces act on objects. Students will calculate the net force on an object to determine if forces are balanced or unbalanced. Finally, students will identify simultaneous force pairs through Newton's Third Law of Motion that will help them explain that the hydroflight device exerts a force on the water, and the water exerts an equal but opposite force back on the device.

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 86

Location: Made changes to Entire Page to address TRR response.

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will use models to compare and contrast forms of energy, analyze how energy is conserved through transformations within a system, and explain how energy is transferred through waves. Students explored energy transformations and electrical energy in the context of circuits in Grade 5 (5.8B). They will build on that knowledge in this topic as they compare different forms of energy and analyze the concept of energy transformations in greater depth.

## Topic Readiness Test

Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

### **Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

### **Component: *Grade 6 Digital Components***

ISBN: 9781428553880

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

### **Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 248

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR response. Made edits to other areas of the page for fit.

Original Text: Preview the Topic

In Experience 1, students learn about the many scientists who contributed to our understanding of the cell and the development of cell theory. In Experience 2, they discover the characteristics of living things. Students identify unicellular and multicellular organisms, prokaryotes and eukaryotes, and autotrophs and heterotrophs.

Updated Text: Preview the Topic

In this topic, students will relate the impact of scientific thought to the historical development of cell theory and identify patterns when comparing the basic characteristics of organisms. In Experience 1, students learn about the many scientists who contributed to our understanding of the cell and the development of cell theory. In Experience 2, they discover the characteristics of living things. Students identify unicellular and multicellular organisms, prokaryotes and eukaryotes, and autotrophs and heterotrophs.

Students were introduced to some characteristics of living things in Grade 1 (1.12A). They will build on that knowledge in this topic as they further explore the needs and functions of organisms in greater details.

## PREVIEW ANCHORING PHENOMENON

Students observe a time-lapse video of a growing crystal. Students will consider what might cause the crystal to grow and ponder the question: If it grows, is it alive?

### Topic Readiness

Students answer questions to show what they already know about force and motion by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

### Teacher Background

To teach the content of this Topic, you should be familiar with these concepts:

- Prior to the invention of the microscope, scientists believed that living things could come from nonliving things, an obsolete theory known as spontaneous generation. The invention of the microscope fostered the development of cell theory, which is made up of three components. Cell theory states that cells are the basic unit of structure and function in all living things, all new cells are made from preexisting cells, and all living things are made of one or more cells.
- Living things grow, develop, and reproduce. Growth of an organism occurs as a result of cell division. Development refers to changes that occur during the life of an organism. Reproduction is the formation of offspring.

### Teacher Prep Videos

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

### Common Misconceptions

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.

- **Cells are atoms.** Some students may think that cells and atoms are the same thing. Often, this misconception comes from the identification of the nucleus in both an atom and cell. Explain to students that cells are made up of atoms. While they both have a nucleus, the nucleus of the atom contains protons and neutrons, and the nucleus of the cell contains genetic material. Atoms are also much smaller than cells and can only be seen with very powerful microscopes.
- **Plants are not alive.** Some students may think that plants are nonliving because they are so different from animals. As students discuss plants in this Experience, point out that they exhibit all the characteristics of living things.

### **Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 252

Location: Added objective for AP to address TRR response. Paragraph under Launch the Anchoring Phenomenon

Original Text: Students watch a time-lapse video that shows a crystal growing from both a naked-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them explain that all things that increase in size are not alive. Students will learn the basic components of the cell theory: how organisms are composed of

one or more cells; how cells come from existing cells; and how cells are the basic unit of structure and function. They will also learn about the other characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

Updated Text: Students watch a time-lapse video that shows a crystal growing from both an unaided-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them identify and apply patterns to explain that all things that increase in size are not alive. Students will describe the historical development of cell theory: how organisms are composed of one or more cells; how cells come from existing cells; and how cells are the basic unit of structure and function. They will also identify and compare the basic characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

**Component: *Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 200

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR response. Made edits to other areas of the page for fit.

Original Text: Preview the Topic

In Experience 1, students learn about air as a resource, human activities' adverse effects on air quality, and ways to reduce air pollution. In Experiences 2 and 3, students take a similar approach to learning about water and soil, respectively. In Experience 4, students learn about energy resources, including renewables and nonrenewables, and the management, uses, and interconnections of those resources and the environment.

**PREVIEW ANCHORING PHENOMENON**

Students consider the example of Bosco Verticale, a pair of apartment buildings that has thousands of small trees that receive filtered wastewater from the building, among other "green" features.

**Topic Readiness Test**

Students answer questions to show what they already know about managing Earth's resources by completing a printed or online Topic Readiness Test.

**Teacher Background**

To teach the content of this Topic, you should be familiar with these concepts:

- There are advantages and disadvantages to the use of Earth's renewable and nonrenewable resources.
- Energy resources play a critical role in human society, and management of them impacts both modern life and the environment.
- Solutions to problems such as pollution and limited resources include conservation, recycling, and waste management.

**Teacher Prep Videos**

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

**Common Misconceptions**

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.

- Air pollution is mainly a product of automobile exhaust. While it is true that many automobiles produce air pollution, there are many other sources and types of air pollution.
- Oil and plastic are the worst forms of water pollution. There are other types of water pollution that are very harmful, including nutrients that in lesser amounts are not harmful or may even be beneficial.
- Plants consume soil. Some students think that plants consume soil as they grow. Tell students that plants absorb nutrients that are in the soil. They produce their own food during photosynthesis for energy.
- Petroleum is used only for energy. Many students might be unaware of how prevalent petroleum products are in our

lives. Petroleum is used to make nylon clothing, plastic furniture and objects, cosmetics and personal care products, electronics, packaging, and items with lubricated moving parts.

Updated Text: Preview the Topic

In this topic, students will investigate air, water, soil, and energy resources, why resource management is important, and how resources can be managed. In Experience 1, students learn about air as a resource, human activities' adverse effects on air quality, and ways to reduce air pollution. In Experiences 2 and 3, students take a similar approach to learning about water and soil, respectively. In Experience 4, students learn about energy resources, including renewables and nonrenewables, and the management, uses, and interconnections of those resources and the environment. Students were previously introduced to renewable and nonrenewable resources in Grade 4 (4.11A) and Grade 5 (5.11). They will continue to build their understanding as they explore the importance of resource management.

#### PREVIEW ANCHORING PHENOMENON

Students consider the example of Bosco Verticale, a pair of apartment buildings that has thousands of small trees that receive filtered wastewater from the building, among other "green" features.

#### Topic Readiness

Students answer questions to show what they already know about managing Earth's resources by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

#### Teacher Background

To teach the content of this Topic, you should be familiar with these concepts:

- There are advantages and disadvantages to the use of Earth's renewable and nonrenewable resources.
- Energy resources play a critical role in human society, and management of them impacts both modern life and the environment.
- Solutions to problems such as pollution and limited resources include conservation, recycling, and waste management.

#### Teacher Prep Videos

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

#### Common Misconceptions

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.

- Air pollution is mainly a product of automobile exhaust. While automobiles produce air pollution, there are many other sources and types of air pollution.
- Oil and plastic are the worst forms of water pollution. There are other types of water pollution that are very harmful, including nutrients that in lesser amounts are not harmful or may even be beneficial.
- Plants consume soil. Some students think that plants consume soil as they grow. Tell students that plants absorb nutrients that are in the soil.
- Petroleum is used only for energy. **Petroleum is used to make nylon clothing, plastic furniture and objects, cosmetics and personal care products, electronics, packaging, and items with lubricated moving parts.**

## **Publisher: Summit K12 Holdings**

### **Science, Grade 6**

#### **Program: *Dynamic Science 6th Grade: TEKS***

**Component: *Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Lesson Guide - Engage section

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

**Component: *Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

**Component: *Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

**Component: *Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

**Component: *Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

# Publisher: TPS Publishing

## Science, Grade 6

### Program: *STEAM into Science - Grade 6 Edition: TEKS*

#### Component: *K-8 Family Guide*

ISBN: 9781788059534

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 5

Location: Add to end of text

Original Text: New Content

Updated Text: It is extremely important for teachers and caregivers to communicate throughout the school year. Teachers should ensure they approach caregivers in a warm and welcoming manner; inviting them to be a part of their child's education, and showing they are valued. Teachers should communicate with caregivers regularly, not just when there is an issue. They should encourage, and give opportunities for, caregivers to be involved and show thanks for their involvement.

Communication can occur through a variety of mediums, and teachers should be conscious of what method works best for individual caregivers. Teachers are encouraged to speak with caregivers and find out what works for them, whether that be e-mail, messaging boards, class meetings, phone calls etc. Teacher must be aware that caregivers, as with students, are individuals and need to be treated as such.

Teachers are advised to provide digital access to caregivers at the start of each term. It would be beneficial to hold a tutorial meeting in which the teacher can step the caregivers through the program, the digital tools, and the access they will receive to use at home. TPS provides digital access information to teachers for this purpose.

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 6 -

[https://docs.google.com/spreadsheets/d/1fZ2c\\_wlj9smMLyYRYIsSLydKu5fJN9N8/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1fZ2c_wlj9smMLyYRYIsSLydKu5fJN9N8/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

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Original Text: New Content

Updated Text: Support Matrix - Grade 6 -

<https://docs.google.com/spreadsheets/d/1lgMzc4wUtGIKkhNuYoElxuOp0qxEY9yP/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 6 - [https://drive.google.com/file/d/11Zfbmo1WRtCb-gXtZbPy\\_7mMynKg4ok7/view?usp=sharing](https://drive.google.com/file/d/11Zfbmo1WRtCb-gXtZbPy_7mMynKg4ok7/view?usp=sharing)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 6 - <https://docs.google.com/spreadsheets/d/1U5TY09S7btd9v4TRRVLQdDMG3t6k-z1-/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Caregiver Reader Assessment Card G6-G8 - <https://drive.google.com/file/d/1qVbRtLqUyzZiPm1FUdD4zSL11fFmV5R1/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

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Current Page Number(s): N/A

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Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment Vertical Integration Table TEKS 6-14 - Learn By Doing -

[https://docs.google.com/spreadsheets/d/1qJ5sQu5GKX8SqtPUWjZ\\_6GAjZ58yzVEq/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1qJ5sQu5GKX8SqtPUWjZ_6GAjZ58yzVEq/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

## Publisher: Discovery Education Inc

### Science, Grade 7

**Program: *Science Techbook for Texas by Discovery Education - Grade 7: TEKS***

**Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Student Edition***

ISBN: 9781616292485

Current Page Number(s): 16

Location: Lesson 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Student Edition***

ISBN: 9781616292485

Current Page Number(s): 13

Location: Lesson 2 > Data Tables > Table 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

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Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Location: Course Materials > Summative Assessment Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: See updated text in URL\_for\_Updated\_Text

## **Publisher: EduSmart**

### **Science, Grade 7**

#### **Program: 2024 EduSmart Science Grade 7: TEKS**

**Component: 2024 EduSmart Science Grade 7**

ISBN: 9.78194E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 EduSmart Science Grade 7**

ISBN: 9.78194E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Original Text: New Content

Updated Text: none

## **Publisher: Green Ninja**

### **Science, Grade 7**

#### **Program: Green Ninja Middle School Science - Texas: TEKS**

**Component: Online Lesson Plans**

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 2, Lesson 11, Section 2 (Challenge: Develop a Model of Ocean Thermal Expansion)

Original Text: New Content

Updated Text: Insert the following section into the Develop a Plan section after the 'Pass out the Rising Seas...' sentence.  
"Emphasizing Planning Investigations

After a more open-ended discussion, focus students attention on the actual planning of the investigation. Remind them

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that, among other considerations, an effective descriptive investigation:

Answers a scientific question

Focuses on the relevant details to observe or measure

Uses the appropriate tools

Lead a discussion of each bullet point to help students plan the details of their investigation. In this case, students are trying to answer the question, “What happens when I warm up the ocean?” They’ll want to measure the amount the water expands as the amount of heat increases. They’ll need tools that model a heat source and an ocean, and tools to measure the amount of thermal expansion and temperature.”

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: Insert this slide after slide 13 of the Classroom Slide Deck to facilitate the discussion.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new slide

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 2, Lesson 11, Section 2 (Challenge: Develop a Model of Ocean Thermal Expansion)

Original Text: New Content

Updated Text: Lead a class discussion about three critical questions about safety:

What hazards might we face?

What practices can we employ to avoid these hazards?

What safety equipment will help protect us?

In this investigation, students are working with a heat source (hair dryer or heat lamp) and so the biggest hazards are a contact burn and electrocution. Students should come up with a safety plan with practices to minimize these hazards such as operating the equipment in an ‘safe zone’ outside of high traffic areas and placing a hot hair dryer in a designated location on the table after use. They should always use insulated gloves or mittens when handling materials that might be hot.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 1, Lesson 11, Section 2 (Measuring Carbon Dioxide During Cellular Respiration)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Add the following spotlight on Safety:

“Spotlight on Safety

Lead a class discussion about three critical questions about safety:

What hazards might we face?

What practices can we employ to avoid these hazards?

What safety equipment will help protect us?

In this investigation, students are measuring the output of their breath and yeast – a tiny living thing. Both present potential health hazards. Students should practice social distancing when exhaling to minimize spreading airborne pathogens. Some students might be allergic to food yeast. Students can wear gloves and should always wash their hands after working with living organisms of any type. The teacher should be prepared with a plan in case a student has a severe allergic reaction.”

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 4, Lesson 27, Section 3 (Shaking Earth)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add an activity where students plot earthquakes on a map to look for patterns: “Where do earthquakes happen on Earth? California? Japan? Anywhere? Let’s look at the pattern. Create a large poster-sized grid for making a map of the world. It should extend from -180 to 180 on the x-axis (longitude) and -90 to 90 on the y-axis (latitude) – see Teacher Prep section. Teach students about how to locate the longitude and latitude to indicate the exact position of any spot on the planet. We’ll be using it to plot the epicenter of earthquakes around the world. The IRIS Seismic Monitor is a fantastic interface for teaching about earthquakes and includes a list of earthquakes in the last 30 days (<http://ds.iris.edu/seismon/eventlist/index.phtml>). Have students take turns plotting 1-2 earthquakes each on the class map grid (complete this task spread out over a couple days by having students take turns while the class is engaged in working on other tasks). Students may be able to see patterns emerging after 30 or 40 points, but the patterns become very clear after 100 or 200 points. Have students compare the location of earthquakes with the location of Earth’s highest mountain ranges. Do they match up? Why or why not? Have students notice other patterns and record observations and questions in their science notebooks.” Include the new slides.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 3, Lesson 8, Section 2 (Punnett Squares)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Insert new slides as a checkpoint where students create pie charts of the expected percentage of offspring with different traits for different combinations of parent alleles.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7 Unit 3 Lesson 22 Section 2 (Setting the Stage)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Insert new slides into the Saving Endangered Organisms presentation Lesson 3.22 a-saving-endangered-organisms-presentation-tx.pptx. These slides will replace slides 8-9 of the current presentation. The new slides explore Luther Burbank's research on artificial selection and the impact of this research in the context of the Irish Potato Famine to discuss the impact of this past research on scientific thought and society in terms of a cost-benefit analysis.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7, Unit 1, Lesson 3, Section 2 (A Look Back in Time)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a discussion that humanizes a scientist from 400 years ago: "Pose the question to students, "What do you think von Helmont was like as a person?" Remind them that he carefully tended this tree daily for five years as part of a scientific experiment. Students might offer that he was patient and dedicated, or they might offer that he had a lot of extra time on his hands. He was known for being genuinely curious and it paid off because his experiment was so influential that we still talk about it today, nearly 400 years later. It's worth noting that he was able to devote time to science because he married a woman with a large inheritance and so he didn't have to work – that's what it took to do science 400 years ago. Today, science is funded by grants that anyone can earn." Include new slide as well.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7 Unit 4 Lesson 12 Section 1 (Rock Layer Varieties)

Original Text: New Content

Updated Text: Add the following text after the current second paragraph, "Before continuing through...":

State the following: Nicolaus Steno lived in the 1600s. How has his research impacted our current understanding of Earth's history? Give students time to respond—you may choose to do a quick think-pair share. Students should

Proclamation 2024: Report of New Content (10/24/2023)

understand that Steno’s work on the formation of rock layers and fossils was crucial to the development of modern geology. His research provided the foundation of the current understanding of Earth’s history.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7 Unit 3 Lesson 22 Section 2 (Setting the Stage)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Insert new slides into the Saving Endangered Organisms presentation Lesson 3.22 a-saving-endangered-organisms-presentation-tx.pptx. These slides will replace slides 8-9 of the current presentation. The new slides explore Luther Burbank’s research on artificial selection and the impact of this research in the context of the Irish Potato Famine. The slides and slide notes provide narrative and activities for students to discuss the impact of this past research on scientific thought and society in terms of a cost-benefit analysis.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 1, Lesson 3, Section 2 (A Look Back in Time)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a discussion that humanizes a scientist from 400 years ago: “Pose the question to students, “What do you think von Helmont was like as a person?” Remind them that he carefully tended this tree daily for five years as part of a scientific experiment. Students might offer that he was patient and dedicated, or they might offer that he had a lot of extra time on his hands. He was known for being genuinely curious and it paid off because his experiment was so influential that we still talk about it today, nearly 400 years later. It’s worth noting that he was able to devote time to science because he married a woman with a large inheritance and so he didn’t have to work – that’s what it took to do science 400 years ago. Today, science is funded by grants that anyone can earn.” Add new slide.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7 Unit 1 Lesson 21 Section 2 (Revisiting the Red Snapper Phenomenon)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Add four slides after current slide 12 of the Humans and Ocean Systems presentation Lesson 1.21 b-humans-and-ocean-systems-presentation.pptx. The slides provide narrative and activities to evaluate the research and program to rebuild the red snapper population in the Gulf of Mexico, including comparing the costs and benefits. Add new slides.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7, Unit 2, Lesson 21, Section 2 (Introducing the Dead Zone)

Original Text: New Content

Updated Text: We add a prompt to get students to reflect on how the female scientist featured in the video has contributed to scientific understanding: "Ask students why they think it's important that scientist Nancy Rabelais has been making measurements since 1985? (Her long-term contributions give us a consistent picture of how the area has changed. When she says this is the worst year ever, she has the data and experience to back that up.)"

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7 Unit 2 Lesson 19 Section 3 (Revisit Phenomenon and Water Filter Design)

Original Text: New Content

Updated Text: Add a Structure and Function call out box to emphasize how the various structures in the filter design carry out specific functions: "As students design their filters, encourage them to analyze the complementary relationship of each part (structure) of the filter and the job (function) it performs. For example, a bottleneck (structure) has the function of holding the filter material and containing the water."

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7 Unit 4 Lesson 25 Section 1 (Finish Seafloor Spreading Models and Evaluate)

Original Text: New Content

Updated Text: Add a structure and function callout box to emphasize how the structure of the ocean floor recycles ocean crust: "As students use their models, emphasize the relationship between the structure of the seafloor and how it functions to recycle Earth's crust as magma rises at the mid-ocean ridge to form new crust and older crust is pushed toward Earth's interior at the plate boundaries."

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ISBN: 9781948845670

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Proclamation 2024: Report of New Content (10/24/2023)

Location: In Grade 7, Unit 4, Lesson 16, Section 2 (Speed and Velocity)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We created new slides to include in a substantially revised version of a-motion-speed-velocity-presentation.pptx. The updated slides better focus on assessing student understanding of the distinction between velocity and speed.

**Component: *Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 3, Lesson 6 Section 2 (Asexual Reproduction)

Original Text: New Content

Updated Text: Student summaries are an opportunity for students to demonstrate that asexual reproduction in plants and animals produces offspring with the same genetic material as the parent organism. There is no genetic diversity of the plant and animal offspring—all of the offspring are identical to each other and the parent organism. Populations of plants and animals that reproduce asexually will not change over generations.

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ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7 Unit 3 Lesson 9 Section 2 (Revisit Phenomenon)

Original Text: New Content

Updated Text: Replace the last two sentences of the second paragraph with the following checkpoint questions:  
What other types of organisms besides yeast can reproduce asexually? (Students should respond that plants and animals, such as potatoes and sea stars, reproduce asexually.)

How does this affect the diversity of the offspring of these organisms? (There will be no diversity, all of the plant or animal offspring will look the same.)

How will this affect a population of these organisms over generations? (The populations of the plant or animal will not change over generations.)

What other types of organisms besides yeast can reproduce sexually? (Students should respond that plants and animals, such as sunflowers and dogs, reproduce sexually.)

How does this affect the diversity of the offspring of these organisms? (There will be genetic diversity among the plant and animal offspring.)

How will this affect a population of these organisms over generations? (The populations of the plant or animal will change over generations.)

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ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7, Unit 3, Lesson 6 Section 2 (Asexual Reproduction)

Original Text: New Content

Updated Text: Student summaries are an opportunity for students to demonstrate that asexual reproduction in plants and animals produces offspring with the same genetic material as the parent organism. There is no genetic diversity of the plant and animal offspring—all of the offspring are identical to each other and the parent organism. Populations of plants and animals that reproduce asexually will not change over generations.

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ISBN: 9781948845670

Link to Current Content:

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Location: In Grade 7 Unit 3 Lesson 7 Section 2 (Modeling Sexual Reproduction)

Original Text: New Content

Updated Text: Student summaries are an opportunity for students to demonstrate that sexual reproduction in plants and animals produces new organisms with genetic material from each of the parent organisms. This process results in plant and animal offspring that are genetically diverse—they are not identical to each other or either parent. With sexual reproduction, the genetic diversity of plant and animal populations will increase over generations due to new combinations of genetic material.

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Link to Current Content:

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Location: In Grade 7 Unit 3 Lesson 7 Section 2 (Modeling Sexual Reproduction)

Original Text: New Content

Updated Text: Summarize: In sexual reproduction, the plant and animal offspring are genetically diverse. They do not all look exactly the same and they do not all look exactly like their parents. Because new combinations of genetic material are occurring due to sexual reproduction, a population of plants and animals will change over generations.

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Link to Current Content:

[View Current Content](#)

Location: new content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added callout boxes of RTCs and SEPs in the following Grade 7 lessons: 1.3; 3.21; 4.19

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# Publisher: Houghton Mifflin Harcourt

## Science, Grade 7

### Program: *HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS*

**Component:** *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 7.1-7.5), page 15

Location: New Question 39 after existing item 38, prompt and Answer choices A to F

Original Text: New Content

Updated Text: "39. Blaire experimented with finding the fastest average way to get to school in the morning. She took notes during her repeated trials and now she wants to organize the data she collected.

On Monday, it took her 45 minutes to get to school by bus. On Tuesday she rode her bike, and it took 20 minutes to get to school. On Wednesday, the bike ride took 21 minutes. She took the bus again on Thursday and it took 46 minutes to get to school. She rode her bike on Friday taking 19 minutes to get to school. The following Monday she took the bus, and it took 44 minutes to arrive at school.

[TABLE] Move ONE correct answer to each box. Each answer may be used more than once.

- A. 19
- B. 20
- C. 21
- D. 44
- E. 45
- F. 46"

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Link to Current Content:

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Current Page Number(s): Assessment Guide Answer Key, Grade 7 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 7.1-7.5), New Question 39, Rationales for Choice A -F columns

Original Text: New Content

Updated Text: "Correct Answer:

[table with answer data]

#### Rationales

If students miss this item, they may need review on organizing data in charts and finding averages of repeated trials

- A. 19 belongs in the bike trial 3 box.
- B. 20 belongs in the bike trial 1 box and in the bike average box.
- C. 21 belongs in the bike trial 2 box.
- D. 44 belongs in the bus trial 3 box
- E. 45 belongs in the bus trial 1 box and in the bus average box.
- F. 46 belongs in the bus trial 2 box."

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**Component: *HMH Into Science Texas Teacher License Digital Grade 7***

ISBN: 9780358860914

Link to Current Content:

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Current Page Number(s): TEKS 7.6, Test A

Location: New Item 14 after existing item 13, prompt and answer choices

Original Text: New Content

Updated Text: "Compare and contrast the formulas of these two compounds.

Nitrous acid:  $\text{HNO}_2$

Nitric acid:  $\text{HNO}_3$

Describe the similarities and differences between the compounds. Circle TWO correct answers.

- \*A. Both compounds contain the same kinds of atoms.
- B. Both compounds contain the same total number of atoms.
- \*C. Nitrous acid contains fewer oxygen atoms than nitric acid.
- D. Nitrous acid contains more nitrogen atoms than nitric acid.
- E. Nitrous acid contains fewer hydrogen atoms than nitric acid.

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Link to Current Content:

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Current Page Number(s): TEKS Lesson 7.6.D, Exploration 1, Screen 5

Location: bottom of screen

Original Text: New Content

Updated Text: "STEP 20: Explain why following classroom safety procedures was important during this investigation."

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Current Page Number(s): TEKS Lesson 7.8.B, Evaluate, Screen 3

Location: Item 2

Original Text: New Content

Updated Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Using your understanding of the principles of heat transfer, which of the following design solutions do you propose would be important to add to this model?

- A. Add insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.
- B. Add insulation to increase the heat that Liquid A transfers to outside the heat exchanger.
- C. Remove insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.
- D. Remove insulation to increase the heat that Liquid A transfers to outside the heat exchanger."

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Link to Current Content:

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Current Page Number(s): Components of the Solar System (TEKS 7.9.A) Quiz A, Item 5 p. 2

Location: Item 5 prompt and answer choices

Original Text: New Content

Updated Text: Meteors, comets, asteroids, and moons are objects found in our solar system. Each has its own properties, location, and movement. Match the property, location, or movement with the correct celestial object. Write the letter of ONE correct answer in each box.

[table]

orbit only a single planet

located in Earth's atmosphere

develop a "tail" when near the sun

located in a band between Mars and Jupiter

A. asteroids

B. comets

C. meteors

D. moons

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Current Page Number(s): Components of the Solar System (TEKS 7.9.A) Quiz A, Item 2 p. 1

Location: Item 2 prompt and answer choices

Original Text: New Content

Updated Text: Which of the following describe physical properties of moons? Select TWO correct answers.

\*A. Some moons are covered in ice.

\*B. Some moons are covered in craters.

C. Some moons have their own ring systems.

D. Some moons have a breathable atmosphere.

E. Some moons are larger than they planets they orbit.

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Current Page Number(s): Assessment Guide Answer Key, TEKS 7.9 tab

Location: TEKS Quiz, Components of the Solar System (TEKS 7.9.A) Quiz, Question 2, Reteaching Support column and Rationales for Choices A- E columns

Original Text: New Content

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Updated Text: Rationales

- A. This statement is correct because some moons are covered in ice.
- B. This statement is correct because some moons are covered in craters.
- C. This statement is incorrect because no moons have their own ring systems.
- D. This statement is incorrect because no moons have a breathable atmosphere.
- E. This statement is incorrect because no moons are larger than they planets they orbit.

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Link to Current Content:

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Current Page Number(s): TEKS Lesson 7.9.A, Evaluate, Screen 5

Location: new item 8

Original Text: New Content

Updated Text: "8. Which statements describe the location of the sun? Select all that apply.

- A. The sun is outside of the Milky Way galaxy.
- B. The sun is at the center of the solar system.
- C. The sun is in a spiral arm in the Milky Way galaxy.
- D. The sun is between the inner planets and the outer planets."

[correct/final incorrect feedback] "The sun is at the center of our solar system, which is within a spiral arm in the Milky Way galaxy."

[partial/incorrect feedback] "The Milky Way galaxy contains our solar system, and the sun is within our solar system."

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Current Page Number(s): Effects of Plate Tectonics (TEKS 7.10.B) Quiz A p. 4

Location: New Item 8, prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: 8. An energy company plans to build an experimental nuclear reactor and is looking for a suitable location. For safety reasons, the company wants to build the reactor in the most geologically stable area possible. Examine the earthquake data for the year 2010.

[insert table]

[col 1]

state

Alaska

California

Texas

Utah

[col 2]

number of earthquakes

2245

546

9

17

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Source USGS

<https://www.usgs.gov/programs/earthquake-hazards/lists-maps-and-statistics>

Based on these data and the theory of plate tectonics, which of the following locations would be best location for the reactor?

- A. Utah
- \*B. Texas
- C. Alaska
- D. California

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Link to Current Content:

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Current Page Number(s): Assessment Guide Answer Key, TEKS 7.10 tab

Location: TEKS Quiz, Effects of Plate Tectonics (TEKS 7.10.B) Quiz, New Question 8, Reteaching Support and Rationales for Choices A, B, C, D

Original Text: New Content

Updated Text: A. This is incorrect because since historically Utah has had more earthquakes than Texas it is likely to do so in the future.

B. If students miss this item, they may need to review the theory of plate tectonics. Provide them with a map showing active plate boundaries marked with the locations of earthquakes.

C. This is incorrect because since historically Alaska has had more earthquakes than Texas it is likely to do so in the future.

D. This is incorrect because since historically California has had more earthquakes than Texas it is likely to do so in the future.

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Link to Current Content:

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Current Page Number(s): TEK Lesson 7.11.A, Exploration 3, Screen 4

Location: Step 3

Original Text: New Content

Updated Text: "STEP 3: Collaborate with your group to create a sign, slideshow, or short video that communicates your solutions to the other groups. Then work together to develop a set of guidelines for residents to follow during a drought. Share your guidelines with your teacher in the classroom and with an adult at home."

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Current Page Number(s): TEKS Lesson 7.11.B, Exploration 3, Screen 3

Location: Evaluate

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Original Text: New Content

Updated Text: "EVALUATE: Evaluate the evidence you gathered and the solution you are proposing by completing this checklist.

- I used multiple appropriate sources.
- I assessed the methods used in each of my sources.
- My sources are accurate and credible.
- My solution is cost-effective.
- My solution benefits both the ocean and people."

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ISBN: 9780358860679

Link to Current Content:

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Current Page Number(s): TEKS Lesson 7.13.B, Exploration 2, Screen 2

Location: Step 9

Original Text: New Content

Updated Text: "STEP 9: Collaborate in your small group to share your research and communicate your explanations. Use drawings and images from your research to create a diagram showing the hierarchical organization of your group's organisms. Together with your group, arrange the images on the posterboard provided by your teacher. Use arrows to show the order of organization from smallest to largest. Display your group's poster in the classroom."

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ISBN: 9780358860679

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Current Page Number(s): TEKS Lesson 7.13.B, Evaluate, Screen 4

Location: Item 4

Original Text: New Content

Updated Text: "4. When analyzing the complementary relationship between the structure and function of the prickly pear cactus, which statements apply? Select all that apply.

- A. The roots spread out to maximize the amount of water collected.
- B. The spines are narrow because they do not have stomata.
- C. The spines protect the stem from animals that try to eat the cactus.
- D. The stems are wide to maximize the amount of water that can be stored."

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Current Page Number(s): TEKS Lesson 7.13.A Part I, Elaborate, Screen 8

Location: Collaborate Prompt

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: "COLLABORATE: Working with a partner or small group, make a simple model that shows the nervous, muscular, and skeletal systems working together to accomplish a goal. Make sure your model demonstrates the main functions of each of these systems. Then, present your model to the class.

Be creative! Models can be physical, illustrated, computer-based, or any other format approved by your teacher."

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ISBN: 9780358860914

Link to Current Content:

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Current Page Number(s): Human Body Systems Part II (TEKS 7.13.A) Quiz p. 3

Location: Item 8, prompt and answer choices

Original Text: New Content

Updated Text: A student is interested in a career researching liver disease. Which resource should the student use in order to learn more about a career in this field?

- A. library books about the history of liver disease
- B. a company that develops new liver disease treatments
- C. websites that explain the different types of liver disease
- D. scientific articles on the latest advancements in liver disease research

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Current Page Number(s): Assessment Guide Answer Key, Grade 7 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 7.1-7.5), New Question 39, Rationales for Choice A -F columns

Original Text: New Content

Updated Text: "Correct Answer: [table with answer data] Rationales If students miss this item, they may need review on organizing data in charts and finding averages of repeated trials A. 19 belongs in the bike trial 3 box. B. 20 belongs in the bike trial 1 box and in the bike average box. C. 21 belongs in the bike trial 2 box. D. 44 belongs in the bus trial 3 box E. 45 belongs in the bus trial 1 box and in the bus average box. F. 46 belongs in the bus trial 2 box."

**Component: *HMH Into Science Texas Teacher License Digital Grade 7***

ISBN: 9780358860914

Current Page Number(s): Grade 7 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 7 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 7***

ISBN: 9780358841609

Current Page Number(s): new p. T31

Proclamation 2024: Report of New Content (10/24/2023)

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Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

## **Publisher: Kiddom**

### **Science, Grade 7**

**Program: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print: TEKS***

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634535

Link to Current Content:

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Location: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

Updated Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634535

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

Updated Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.3 should be "met" instead of "partially met".

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634535

Link to Current Content:

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Current Page Number(s): online

Location: OMISSION: Please include the following as evidence of knowledge and skills spiraled throughout the 7th grade science course. Connections to previous content/units are included throughout units to draw on students understanding of material that was previously covered in order to support mastery and retention. For example, 7.3.05 Connections to previous Instruction, "Think back to our Bath Bombs Unit:

How did we describe what is happening to the substances in chemical reactions?

What kinds of changes do you think are happening in your mouth when you eat the cracker?

Be ready to share these ideas with the whole class." takes place in unit 3 and references students understanding of content from Unit 1.

Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: OMISSION: Please include the following as evidence of knowledge and skills spiraled throughout the 7th grade science course. Connections to previous content/units are included throughout units to draw on students understanding of material that was previously covered in order to support mastery and retention. For example, 7.3.05 Connections to previous Instruction, "Think back to our Bath Bombs Unit:

How did we describe what is happening to the substances in chemical reactions?

What kinds of changes do you think are happening in your mouth when you eat the cracker?

Be ready to share these ideas with the whole class." takes place in unit 3 and references students understanding of content from Unit 1.

Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

Updated Text: OMISSION: Please include the following as evidence of knowledge and skills spiraled throughout the 7th grade science course. Connections to previous content/units are included throughout units to draw on students understanding of material that was previously covered in order to support mastery and retention. For example, 7.3.05 Connections to previous Instruction, "Think back to our Bath Bombs Unit:

How did we describe what is happening to the substances in chemical reactions?

What kinds of changes do you think are happening in your mouth when you eat the cracker?

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Be ready to share these ideas with the whole class." takes place in unit 3 and references students understanding of content from Unit 1.

Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

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Location: OMISSION

7.4.11 draws connections to the previous unit 3, "Discuss the following questions:

How is what the plant is doing similar to what our bodies do, as we saw with M’Kenna?

When do the cells in our bodies do cellular respiration?

What do the cells in our bodies use to do cellular respiration?

Where is the seed sprout getting its food from to use as fuel?"

Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

Link to Updated Content:

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Original Text: OMISSION

7.4.11 draws connections to the previous unit 3, "Discuss the following questions:

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What do the cells in our bodies use to do cellular respiration?

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Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

Updated Text: OMISSION

7.4.11 draws connections to the previous unit 3, "Discuss the following questions:

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What do the cells in our bodies use to do cellular respiration?

Where is the seed sprout getting its food from to use as fuel?"

Since the evidence shows material that is spiraled to support mastery of content, the score should be changed from DNM to M.

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Link to Current Content:

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Location: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

<https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:408abe74-d96e-11ed-a8a7-06dee69fc1b2>

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

<https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:408abe74-d96e-11ed-a8a7-06dee69fc1b2>

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Updated Text: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

<https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:408abe74-d96e-11ed-a8a7-06dee69fc1b2>

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

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Link to Current Content:

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Current Page Number(s): online

Location: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

Proclamation 2024: Report of New Content (10/24/2023)

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"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Updated Text: Omission: Please include the following evidence of knowledge and skills spiraled throughout the course to support mastery and retention:

7.5.20 Navigation-

"We started to think about a new problem in our community. We made some initial wonderings about it. Share with the class: How do we think this new problem could be similar to or different from the palm oil and orangutan problem?"

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

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Current Page Number(s): online

Location: 7.6.15 Examine the Impact of Solutions on Earth's Systems-

"Look at the Earth's Systems Model that we developed in Lesson 11 and decide where our "likely solutions" would have an impact."

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: 7.6.15 Examine the Impact of Solutions on Earth's Systems-

"Look at the Earth's Systems Model that we developed in Lesson 11 and decide where our "likely solutions" would have an impact."

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These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Updated Text: 7.6.15 Examine the Impact of Solutions on Earth's Systems-

"Look at the Earth's Systems Model that we developed in Lesson 11 and decide where our "likely solutions" would have an impact."

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

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ISBN: 9781960634535

Link to Current Content:

[View Current Content](#)

Location: Re-Review. Pages 14-26 outline the horizontal alignment of DCI progressions throughout the middle school program and grade 6. Along with the horizontal alignment, the progression of complexity is stated. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive_link)

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review. Pages 14-26 outline the horizontal alignment of DCI progressions throughout the middle school program and grade 6. Along with the horizontal alignment, the progression of complexity is stated. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive_link)

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634535

Link to Current Content:

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Location: Re-review: New content added. Please include the following new content as evidence found in the 7th grade science course.

<https://docs.google.com/document/d/10-CVhr7P8jogUbGFBSftM5dm-J6Wuc5eKGoJZ6lgCOK/edit>

The 7th grade TEKS alignment chart by unit will be added to the course main page and the unit assessment pages for teacher and student reference. Since this evidence shows TEKS alignment and correlations within the unit lessons and assessments, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Re-review: New content added. Please include the following new content as evidence found in the 7th grade science course.

<https://docs.google.com/document/d/10-CVhr7P8jogUbGFBSftM5dm-J6Wuc5eKGoJZ6lgCOK/edit>

The 7th grade TEKS alignment chart by unit will be added to the course main page and the unit assessment pages for teacher and student reference. Since this evidence shows TEKS alignment and correlations within the unit lessons and assessments, the score should be changed from PM to M.

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ISBN: 9781960634535

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence for the following TEKS standards added as new content to the 7th grade science course.

7.7.A, 7.7.B, 7.7.C, 7.7.D: Additional Lesson to be added to unit 6.7 Earth in Space: Exploring Motion (covers 7.7 A-D)

[https://docs.google.com/document/d/1Rw6lfncJkha9ktidthKAnhBOAZkmEOvneqQCwq\\_hchU/edit](https://docs.google.com/document/d/1Rw6lfncJkha9ktidthKAnhBOAZkmEOvneqQCwq_hchU/edit)

-7.10.B: Addition to Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Sharing Key Ideas:

How does tectonic activity cause the formation of supervolcanoes and hot spots?

-7.13.C, 7.13.D: Addition to Unit 7.5 Ecosystem Dynamics & Biodiversity > Lesson 13: How does an ecosystem change when the plants change? > Discuss and Compare Disruptions in the Oil Palm Farm > Question #18:

Compare and contrast sexual and asexual reproduction. How could each of these reproductive processes contribute to diversity of offspring and changes in rainforest populations over time?

What is the difference between natural and artificial selection? How can these forms of selection influence the occurrence of different traits in populations over generations?

How does biodiversity contribute to the stability and sustainability of the tropical rainforest ecosystem and the health of its organisms?

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.v9uf9ok9y99u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.v9uf9ok9y99u)

Since this evidence shows the remaining TEKS being taught and assessed, the score should be changed from PM to M

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence for the following TEKS standards added as new content to the 7th grade science course.

7.7.A, 7.7.B, 7.7.C, 7.7.D: Additional Lesson to be added to unit 6.7 Earth in Space: Exploring Motion (covers 7.7 A-D)

[https://docs.google.com/document/d/1Rw6lfncJkha9ktidthKAnhBOAZkmEOvneqQCwq\\_hchU/edit](https://docs.google.com/document/d/1Rw6lfncJkha9ktidthKAnhBOAZkmEOvneqQCwq_hchU/edit)

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-7.10.B: Addition to Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Sharing Key Ideas:

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Since this evidence shows the remaining TEKS being taught and assessed, the score should be changed from PM to M

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Link to Current Content:

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Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides. Information from the following page is added as a resource for teachers as a guide in using the instructional model to accommodate multilingual learners. The following is a direct quote from the text to be added, "OpenSciEd Instructional Model:

The instructional routines that make up the OpenSciEd Instructional Model provide many scaffolded opportunities for multilingual students to practice talking in partners, small groups, and then finally as a whole class.

Activities include options for students to express their ideas in many ways, with an emphasis on students using both linguistic (e.g., talking and writing) and non-linguistic (e.g., drawing, graphing) resources to share their thinking."

<https://www.openscienced.org/multilingual-learners/>

Since this evidence shows teacher guidance for linguistic accommodations, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides. Information from the following page is added as a resource for teachers as a guide in using the instructional model to accommodate multilingual learners. The following is a direct quote from the text to be added, "OpenSciEd Instructional Model:

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Activities include options for students to express their ideas in many ways, with an emphasis on students using both linguistic (e.g., talking and writing) and non-linguistic (e.g., drawing, graphing) resources to share their thinking."

Proclamation 2024: Report of New Content (10/24/2023)

<https://www.opensci.ed.org/multilingual-learners/>

Since this evidence shows teacher guidance for linguistic accommodations, the score should be changed from PM to M.

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Link to Current Content:

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Location: Re-review: New content added. Please include the following as evidence added to the 6th grade science course. OSE strategies for supporting emerging multilingual learners sensemaking will be provided to teachers and added to the Course Unit Storylines and Teacher guides in the 7th grade science course. It is a resource from OSE that explains a variety of specific instructional strategies that teachers will utilize throughout the 6th grade curriculum to purpose scaffold the content for multilingual learners.

<https://www.opensci.ed.org/wp-content/uploads/2020/06/OpenSciEd-Strategies-for-Supporting-Emerging-Multilingual-Learners-May-2020-3.pdf>

OSE also provides a video for teachers on Supporting emerging multilingual learners. This video will be added to Unit Storylines and Teacher Guides as a resource for teachers to accommodate multilingual learners.

<https://vimeo.com/440446393>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

Since this evidence shows guidance for linguistic accommodations, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the 6th grade science course. OSE strategies for supporting emerging multilingual learners sensemaking will be provided to teachers and added to the Course Unit Storylines and Teacher guides in the 7th grade science course. It is a resource from OSE that explains a variety of specific instructional strategies that teachers will utilize throughout the 6th grade curriculum to purpose scaffold the content for multilingual learners.

<https://www.opensci.ed.org/wp-content/uploads/2020/06/OpenSciEd-Strategies-for-Supporting-Emerging-Multilingual-Learners-May-2020-3.pdf>

OSE also provides a video for teachers on Supporting emerging multilingual learners. This video will be added to Unit Storylines and Teacher Guides as a resource for teachers to accommodate multilingual learners.

<https://vimeo.com/440446393>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

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Since this evidence shows guidance for linguistic accommodations, the score should be changed from PM to M.

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ISBN: 9781960634535

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Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciaccount>

Parents can view a library of the simulations that will be used in each unit as well.

<https://www.opensci.org/phenomena-simulation-library-middle-school/>

The following is a direct quote of text included in the caregiver technology information page, " "Students will interact with multiple forms of media throughout the course. Simulations and data visualization tools will enable students to create and refine models of their ideas of key scientific phenomena. Embedded engineering practices in units focused on problem-solving and technology emphasize that there is not always one right answer. When having conversations about science, you can encourage your child's curiosity through talking about their own noticings and wonderings from the technology that they utilize in class. When supporting your students' use of technology, hold off on providing answers right away for your child; we want students to make progress on their own questions and to think of ways to make sense of what's around them."

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.9nsrlo629z8u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.9nsrlo629z8u)

Since this evidence shows materials provided to parents and caregivers to support student engagement with the technology and online aspects of the curriculum, the score should be changed from N to Y.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciaccount>

Parents can view a library of the simulations that will be used in each unit as well.

<https://www.opensci.org/phenomena-simulation-library-middle-school/>

The following is a direct quote of text included in the caregiver technology information page, " "Students will interact with multiple forms of media throughout the course. Simulations and data visualization tools will enable students to

create and refine models of their ideas of key scientific phenomena. Embedded engineering practices in units focused on problem-solving and technology emphasize that there is not always one right answer. When having conversations about science, you can encourage your child’s curiosity through talking about their own noticings and wonderings from the technology that they utilize in class. When supporting your students’ use of technology, hold off on providing answers right away for your child; we want students to make progress on their own questions and to think of ways to make sense of what’s around them.”

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.9nsrlo629z8u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.9nsrlo629z8u)

Since this evidence shows materials provided to parents and caregivers to support student engagement with the technology and online aspects of the curriculum, the score should be changed from N to Y.

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print ISBN:***

ISBN: 9781960634535

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Add question #3:

How do constructive and destructive volcanic processes conserve and recycle matter?

**Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print***

ISBN: 9781960634535

Link to Current Content:

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Add question #3:

Connecting to Current Research:

Read the following passage. Look for connections between current research and Dalton’s research.

A long time ago, Earth looked very different and didn't have any life. It was covered in water, and scientists think that life started in this watery environment. They've been trying to figure out how the building blocks of life, like proteins and DNA, first appeared. Now, a group of scientists at Scripps Research found some new chemical reactions that could explain how this happened.

These reactions use simple ingredients like cyanide, which was around on early Earth, along with other substances like ammonia and carbon dioxide. These reactions help create amino acids and nucleic acids. Amino acids are like the building blocks of proteins, which are important for living things, and nucleic acids are like the building blocks of DNA, which carries genetic information.

The scientists believe that these reactions are what might have happened on Earth a long time ago. This discovery not only helps us understand how life might have started, but it's also useful for making certain things in industries.

Before this, scientists had some ideas about different reactions, but the new ones are different because they use ingredients that were probably available on early Earth. The scientists found out that if they mix cyanide, ammonia, and carbon dioxide with something called keto acid, amino acids start forming. This is important because amino acids are crucial for life as we know it.

How does this research relate to Dalton's research?

How do these newly discovered reactions demonstrate particles breaking apart or joining together to form different types of particles?

## **Publisher: McGraw Hill**

### **Science, Grade 7**

#### **Program: McGraw Hill Texas Science, Grade 7: TEKS**

**Component: McGraw Hill Texas Science Grade 7 Student Edition**

ISBN: 9781265562502

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

**Component: McGraw Hill Texas Science Grade 7 Student Edition**

ISBN: 9781265562502

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 7 ELAR\_Math\_Correlations\_Sample

## Science, Grade 7

### Program: *McGraw Hill Texas Science, Grade 7: ELPS*

**Component: *McGraw Hill Texas Science Grade 7 Write-In Print Student Edition***

ISBN: 9781264902040

Current Page Number(s): 99

Location: Making Connections

Original Text: New Content

Updated Text: Automotive engineers must understand the concepts of balanced and unbalanced forces to design safe vehicles.

Plan Use scientific practices to plan an experimental investigation that answers the question: How can you protect a passenger in a car crash?

Choose a vehicle to use or build to test its safety. Your vehicle must travel about 2 m with an average speed of at least 0.75 m/s and then stop suddenly. What force will move your vehicle? How will you stop the vehicle? Test your vehicle to be sure it meets the distance and speed requirements.

Make a clay passenger, and place it on your vehicle. Use the force you chose to move the vehicle on the track and stop it. Observe what happens to the passenger. This test will act as the control group. All changes made to your vehicle will be compared to this control run.

Try different ways to protect the passenger.

Based on your observations of what happened to the passenger during the control run, form a hypothesis. The hypothesis should identify the independent variable and state why you think changing the variable will alter the safety of the vehicle. Write a procedure that will test the hypothesis. Remember to identify the dependent variable, include ways to collect and display data, and indicate how you will compare results.

**Component: *McGraw Hill Texas Science Grade 7 Digital Teacher Edition***

ISBN: 9781265566210

Current Page Number(s): 99

Location: Making Connections, sample answer for Plan question

Original Text: New Content

Updated Text: Answers must include a hypothesis that predicts the results of the experiment, a procedure that correctly identifies the independent variable (safety equipment), dependent variable (amount of force), control group (no safety equipment), and experimental group (safety equipment). The procedure must include a plan for testing the hypothesis, collecting and displaying data, and comparing the results.

**Component: *McGraw Hill Texas Science Grade 7 Digital Teacher Edition***

ISBN: 9781265566210

Current Page Number(s): 99

Location: Making Connections, paragraphs 1-4

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Review balanced and unbalanced forces with students, focusing on the forces present in a vehicle collision.

Plan Help students recall the parts needed for an experimental investigation. Review what a hypothesis includes, what independent and dependent variables are, what control groups and experimental groups are, and different ways to display data.

**Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition**

ISBN: 9781264902040

Current Page Number(s): 163

Location: Making Connections, question

Original Text: New Content

Updated Text: Plan A large part of an astronaut's time in space is spent performing investigations. An astronaut wants to investigate the best methods for growing a productive garden on the International Space Station. Plan an experiment to help the astronaut answer the question: How does fertilizer affect the growth of plants in space?

Plants grown without fertilizer will act as the control group. Based on your observations of how plants grow with and without fertilizer on Earth, form a hypothesis. The hypothesis should identify the independent variable and state why you think changing the variable will alter the effectiveness of the fertilizer. Write a procedure that will test the hypothesis. Remember to identify the dependent variable, include ways to collect and display data, and indicate how you will compare results.

Answers must include a hypothesis that predicts the results of the experiment, a procedure that correctly identifies the independent variable (fertilizer), dependent variable (plant growth), control group (no fertilizer), and experimental group (fertilizer). The procedure must include a plan for testing the hypothesis, collecting and displaying data, and comparing the results.

**Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition**

ISBN: 9781264902040

Current Page Number(s): 181

Location: Chapter TEKS Review, question 3, sentence 2

Original Text: New Content

Updated Text: Compare the two objects of the solar system by describing their physical properties, locations, and movements.

**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 163

Location: Making Connections, Plan question sample answer

Original Text: New Content

Updated Text: Answers must include a hypothesis that predicts the results of the experiment, a procedure that correctly identifies the independent variable (fertilizer), dependent variable (plant growth), control group (no fertilizer), and experimental group (fertilizer). The procedure must include a plan for testing the hypothesis, collecting and displaying data, and comparing the results.

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**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 163

Location: Making Connections, paragraphs 1 and 2

Original Text: New Content

Updated Text: Review with students how plants grow with and without fertilizer to answer the following question.

Plan Help students recall the steps required for planning an experimental investigation. Students may need a short review on how to come up with a hypothesis, how to identify the independent and dependent variables, and different methods of collecting and displaying data.

**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 181

Location: Chapter TEKS Review, question 3

Original Text: New Content

Updated Text: Answers must describe the physical properties, locations, and movements of two of the objects from the provided list. For example, an asteroid is a small, rocky object that doesn't rotate on an axis, orbits the Sun, and is composed of chunks of rock and ice. A meteor is a meteoroid that has entered Earth's atmosphere and is made up of rock and metal. A comet is a small, rocky, icy object that orbits the Sun in a highly elliptical orbit. The Kuiper Belt is a band of small, celestial bodies beyond the orbit of Neptune. The objects moving in the Kuiper Belt include comets, are not evenly distributed, and differ in shapes and sizes. The Oort Cloud is a spherical shell surrounding the solar system. It is composed of celestial bodies that travel in many different directions and is thought to be the source of icy objects that become comets.

**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 1

Location: Show What YOU Know: Hit the Ground Running, student page, paragraph 1, sentence 4

Original Text: New Content

Updated Text: You will choose one of the following solar system objects for your rover to explore: the Sun, a planet, a moon, an asteroid, a meteor, a comet, the Kuiper Belt, or the Oort Cloud.

**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 2

Location: Show What YOU Know: Hit the Ground Running, teacher support, Procedure, bullet 2

Original Text: New Content

Updated Text: Summarize the goal of this activity: students will design a rover to gather information about an object in the solar system. Students can choose one of the following objects: the Sun, a planet, a moon, an asteroid, a meteor, a comet, the Kuiper Belt, or the Oort Cloud.

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**Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition**

ISBN: 9781265566210

Current Page Number(s): 2

Location: Show What YOU Know: Hit the Ground Running, teacher support, Procedure, bullet 4

Original Text: New Content

Updated Text: Groups will follow different procedures. The following steps are part of a sample procedure about the Moon, but students can choose to explore the Sun, a planet, a moon, an asteroid, a meteor, a comet, the Kuiper Belt, or the Oort Cloud.

## **Publisher: Savvas Learning**

### **Science, Grade 7**

#### **Program: Texas Experience Science Grade 7 (Print with digital): TEKS**

**Component: Grade 7 Digital Components**

ISBN: 9781428553897

Link to Current Content:

[View Current Content](#)

Location: Edits made to meet TEKS breakout 3A xii. Slide content

Link to Updated Content:

[View Updated Content](#)

Original Text: Develop Possible Solutions Brainstorm ideas. Research materials Design and Build a Solution Choose one solution. Build a prototype or model. Communicate the Solution Share final the design.

Updated Text: Propose Possible Solutions Brainstorm ideas. Research materials. Consider existing scientific ideas, principles, and theories. Design and Build a Solution Choose one solution. Build a prototype or model that supports the solution. Communicate the Solution Share the final design.

**Component: Grade 7 Teacher Guide**

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 52

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page, now page 90

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge that should help them explain the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the

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Topic, students will gain knowledge that should help them explain the relationship between kinetic energy and temperature and investigate how thermal energy moves and is transferred. In addition, they will be able to explain the roles that thermal energy and thermal energy transfer play in the production of glass objects.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 166

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will gain knowledge that should help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 252

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of people using different body systems to perform dances. Throughout the Topic, students will gain knowledge that should help them explain that dancers use nearly all body systems when they dance.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of people using different body systems to perform dances. Throughout the Topic, students will learn to identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, integumentary, nervous, and endocrine systems. This knowledge will help them explain that dancers use these body systems when they dance.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 404

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will learn how all organisms are connected in ecosystems and how energy moves throughout the system. They will understand that matter and nutrients are recycled.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will diagram energy roles and describe the continuous flow of energy and the cycling of matter in ecosystems. In addition, they will also learn how all organisms are connected in ecosystems and how energy moves throughout the Texas Plains ecosystem. They will understand that matter and nutrients are recycled.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 85

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph, now page 123

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content To review and practice the content your students have learned so far, go on Realize to the Topic 3 Spiraling Content Activity.

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ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 209

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far, go on Realize to the Topic 5 Spiraling Content Activity.

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**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 427

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Spiraling Content

To review and practice the content your students have learned so far, go on Realize to the Topic 11 Spiraling Content Activity.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 48

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Link to Updated Content:

[View Updated Content](#)

Original Text: Preview the Topic In Experience 1, students learn about temperature and thermal energy and how they are related to each other. In Experience 2, students learn about the three mechanisms of thermal energy transfer into, out of, and within systems— conduction, convection, and radiation. In Experience 3, students explore how thermal energy transfer results in a state of thermal equilibrium in a system. PREVIEW ANCHORING PHENOMENON Students observe how hot glass is blown and shaped into a solid, hollow object such as a bottle. They consider the role that thermal energy and the transfer of thermal energy play in the process. Topic Readiness Test Students answer questions to show what they already know about thermal energy by completing a printed or online Topic Readiness Test. Teacher Background To teach this Topic, you should be familiar with the following concepts: • Kinetic energy is the energy of motion, and it occurs on both the macroscopic and microscopic level. A moving object has kinetic energy, but the particles or molecules that make up the object also have kinetic energy. Thermal energy is the sum of all the kinetic energy of particles in an object or system. • Temperature is a measure of the kinetic energy of the particles in an object. • Thermal energy moves in a predictable pattern from warmer to cooler objects. When particles with a higher kinetic energy encounter particles with less kinetic energy, they transfer some of their energy to the cooler particles. • Thermal energy tends to move in a system until all the objects reach the same temperature, a state known as thermal equilibrium. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Thermal energy is a kind of matter that moves from place to place. Thermal energy actually moves as kinetic energy of the particles of one material is transferred to another. The particles do not need to change locations. • Cold is the opposite of warmth, and it moves in a similar way. Thermal energy transfer occurs only in one direction. A cold object can cool another but only by absorbing some of the thermal energy of the warmer object. Ice cream chills a bowl by absorbing thermal energy from the bowl. However, some cold things, such as air masses or portions of a body of

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water, can move within a system due to differences in density. That phenomenon can lead to the perception that cold is something that moves.

**Updated Text:** Preview the Topic In this topic, students will explain the relationship between kinetic energy and temperature and investigate how thermal energy moves. In Experience 1, students learn about temperature and thermal energy and how they are related to each other. In Experience 2, students learn about the three mechanisms of thermal energy transfer into, out of, and within systems—conduction, convection, and radiation. In Experience 3, students explore how thermal energy transfer results in a state of thermal equilibrium in a system. Students learned in Grade 6 that kinetic energy is the energy of motion. They will continue to build their understanding in this topic as they explore kinetic energy at the particle level. **PREVIEW ANCHORING PHENOMENON** Students observe how hot glass is blown and shaped into a solid, hollow object such as a bottle. They consider the role that thermal energy and the transfer of thermal energy play in the process. **Topic Readiness** Students answer questions to show what they already know about thermal energy by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. **Teacher Background** To teach this Topic, you should be familiar with the following concepts: • A moving object has kinetic energy, but the particles or molecules that make up the object also have kinetic energy. Thermal energy is the sum of all the kinetic energy of particles in an object or system. • Temperature is a measure of the kinetic energy of the particles in an object. • Thermal energy moves in a predictable pattern from warmer to cooler objects. • Thermal energy tends to move in a system until all the objects reach the same temperature, a state known as thermal equilibrium. **Teacher Prep Videos** Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! **Common Misconceptions** Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Thermal energy is a kind of matter that moves from place to place. Thermal energy actually moves as kinetic energy transfers from the particles in one material to the particles in another material. • Cold is the opposite of warmth, and it moves in a similar way. Thermal energy transfer occurs only in one direction. A cold object can cool another object by absorbing some of the thermal energy of the warmer object. Ice cream chills a bowl by absorbing thermal energy from the bowl.

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ISBN: 9781418398668

Link to Current Content:  
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Current Page Number(s): 162

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Link to Updated Content:  
[View Updated Content](#)

**Original Text:** Preview the Topic In Experience 1, students are introduced to the concepts of continental drift and tectonic plates. They learn about the types of evidence that show how Earth has changed over time. In Experience 2, they discover how plate tectonics results in ocean basin formation and mountain building. They also explore how convection currents cause tectonic plates to move and learn about the types of plate boundaries. In Experience 3, they explore how plate tectonics causes earthquakes. Finally, in Experience 4, they explore how plate tectonics causes volcanic eruptions, including supervolcanoes and hot spots. **PREVIEW ANCHORING PHENOMENON** Students consider the changes occurring in Iceland, an island country in the North Atlantic Ocean that experiences frequent earthquakes and volcanic activity. Students will model the processes causing Iceland to tear apart. **Topic Readiness Test** Students answer questions to show what they already know about plate tectonics by completing a printed or online Topic Readiness Test. **Teacher Background** To teach this content, you should be familiar with the following concepts: • The theory of continental drift was proposed by a young German scientist named Alfred Wegener in the early 20th century. It is the idea that the continents slowly move over Earth’s surface. • According to the theory of plate tectonics, Earth’s surface is broken up

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into more than a dozen distinct tectonic plates that slowly move in different directions. • Plate motions and interactions have changed Earth over time. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Theories are unproven ideas. In science, the term theory is applied only to ideas that are supported by a vast and diverse array of evidence. • Earth's interior is molten. Knowing that molten lava erupts on the surface and convection currents occur in the mantle, some students may have difficulty understanding that the mantle is solid. • Tsunamis are tidal waves. Tsunamis are large-scale waves caused by earthquakes under the ocean that raise the ocean floor and displace ocean water above it. • Volcanoes occur only in hot climates. Students may associate volcanoes only with tropical islands, such as Hawaii. Plate tectonics cause volcanic eruptions, not climate conditions.

Updated Text: Preview the Topic In this topic students will describe the evidence for plate tectonics and the causes and effects of plate tectonics. In Experience 1, students are introduced to the concepts of continental drift and tectonic plates. They learn about the types of evidence that show how Earth has changed over time. In Experience 2, they discover how plate tectonics results in ocean basin formation and mountain building. In Experience 3, they explore how plate tectonics causes earthquakes. Finally, in Experience 4, they explore how plate tectonics causes volcanic eruptions, including supervolcanoes and hot spots. Students learned about convection in Topic 3. In this topic, they will build on that understanding as they explore how convection currents cause tectonic plates to move. PREVIEW ANCHORING PHENOMENON Students consider the changes occurring in Iceland, an island country in the North Atlantic Ocean that experiences frequent earthquakes and volcanic activity. Students will model the processes causing Iceland to tear apart. Topic Readiness Students answer questions to show what they already know about plate tectonics by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach this content, you should be familiar with the following concepts: • The theory of continental drift was proposed by Alfred Wegener in the early 20th century. It is the idea that the continents slowly move. • According to the theory of plate tectonics, Earth's surface is broken up into many tectonic plates that slowly move in different directions. • Plate motions and interactions have changed Earth over time. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Theories are unproven ideas. In science, the term theory is applied only to ideas that are supported by a vast and diverse array of evidence. • Earth's interior is molten. Knowing that molten lava erupts on the surface and convection currents occur in the mantle, some students may have difficulty understanding that the mantle is solid. • Volcanoes occur only in hot climates. Students may associate volcanoes with tropical islands. Plate tectonics cause volcanic eruptions, not climate conditions.

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ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 400

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Link to Updated Content:

[View Updated Content](#)

Original Text: Preview the Topic In Experience 1, students explore the connection between food chains, food webs, and energy pyramids. They learn how energy is transferred and conserved as it flows through an ecosystem. In Experience 2, they use visuals to learn about the water, carbon and oxygen cycles, and other nutrient cycles. They also investigate how

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matter is conserved and cycled through an ecosystem. PREVIEW ANCHORING PHENOMENON Students will watch a video that describes the various plants and animals that inhabit the Texas Plains. Students will consider the role ocelots play in this ecosystem throughout their life cycle. Topic Readiness Test Students answer questions to show what they already know about the flow of energy and the cycling of matter in ecosystems by completing a printed or online Topic Readiness Test. Teacher Background To teach the content of this Topic, you should be familiar with these concepts: • A food chain is part of a more complex food web that shows the feeding relationships among the organisms in the ecosystem. • Available energy decreases as you move up the trophic levels. Only 10% of the energy at one level is transferred to the next trophic level. • The laws of conservation of matter and energy are the foundation for the concepts in this Topic. In a closed system, matter and energy cannot be created or destroyed, but can change form. • Water can cycle through the biosphere as a liquid, gas, and solid. Oxygen and carbon dioxide cycle through the biosphere when autotrophs undergo photosynthesis, organisms respire, and during decomposition. Other nutrients, such as nitrogen, phosphorus, and sulfur also cycle through the biosphere. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Energy accumulates. Students may think that the top of the energy pyramid has the most energy because they think energy accumulates at each trophic level. Emphasize that organisms, including humans, use energy for daily activities, so less energy is transferred to the next level of the energy pyramid. • Plants undergo photosynthesis and animals undergo respiration. Some students may think that plants undergo photosynthesis and not respiration. Clarify that plants undergo photosynthesis to make food.

Updated Text: Preview the Topic In this topic students will diagram energy roles and explain the flow of energy and the cycling of matter in ecosystems. In Experience 1, students explore the connection between food chains, food webs, and energy pyramids. They learn how energy is transferred and conserved as it flows through an ecosystem. In Experience 2, they use visuals to learn about the water, carbon and oxygen cycles, and other nutrient cycles. They also investigate how matter is conserved and cycled through an ecosystem. Students learned about the characteristics of organisms in Topic 10. In this topic, they will build on this understanding to learn how the roles of organisms can affect the cycling of matter and the flow of energy. PREVIEW ANCHORING PHENOMENON Students will watch a video that describes the various plants and animals that inhabit the Texas Plains. Students will consider the role ocelots play in this ecosystem throughout their life cycle. Topic Readiness Students answer questions to show what they already know about the flow of energy and the cycling of matter in ecosystems by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach the content of this Topic, you should be familiar with these concepts: • Available energy decreases as you move up the trophic levels. Only 10% of the energy at one level is transferred to the next trophic level. • The laws of conservation of matter and energy are the foundation for the concepts in this Topic. In a closed system, matter and energy cannot be created or destroyed, but can change form. • Water can cycle through the biosphere as a liquid, gas, and solid. Oxygen and carbon dioxide cycle through the biosphere when autotrophs undergo photosynthesis, organisms respire, and during decomposition. Other nutrients, such as nitrogen, phosphorus, and sulfur also cycle through the biosphere. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Energy accumulates. Students may think that the top of the energy pyramid has the most energy because energy accumulates at each trophic level. • Plants undergo photosynthesis , but not respiration. Clarify that plants perform respiration to gain energy from the food they made.

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ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 11 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 Look Back Presentation (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 Look Back Presentation (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

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Link to Updated Content:

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Original Text: New Content

Updated Text: Topic 11 Look Back Presentation (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Topic 9 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 10 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 11 School to Home Letter (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 7, your student will be introduced to topics in Physical, Earth, and Life science. Students will learn about force and motion, thermal energy, changes in matter, and solutions. They will explore objects in the solar system, gravity, and the characteristics of Earth that make life possible. They will discover how plate tectonics changes Earth's surface and how human activities impact Earth's water. Finally, students will learn about human body systems, classification, and how matter and energy cycle and flow in and out of ecosystems. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_ Science Teacher

Updated Text: Dear Students and Caregivers, In Grade 7, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about force and motion, thermal energy, changes in matter, and solutions. They will explore objects in the solar system, gravity, and the characteristics of Earth that make life possible. They will discover how plate tectonics changes Earth's surface and how human activities impact Earth's water. Finally, students will learn about human body systems, classification, and how matter and energy cycle and flow in and out of ecosystems. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially, \_\_\_\_\_ Science Teacher

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 334

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic

In Experience 1, students are introduced to asexual reproduction and sexual reproduction of plants and animals. They compare the advantages and disadvantages of both for populations over time. In Experience 2, they are introduced to artificial and natural selection and learn how each can affect populations over generations.

Topic Readiness Test

Students answer questions to show what they already know about characteristics of organisms and variations by completing a printed or online Topic Readiness Test.

Teacher Background

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To teach this topic, you should be familiar with the following concepts:

- Asexual reproduction involves one parent that produces genetically identical offspring. Sexual reproduction involves two parents combining their genetic material to produce offspring that differ from either parent.
- A trait is a specific characteristic, such as eye or hair color, that an organism can pass to its offspring during reproduction through genetic material.
- Artificial selection occurs when humans breed specific organisms with desired traits; these traits do not necessarily make a population better suited to its environment.
- Natural selection is a process by which individuals better suited to their environment survive and reproduce more than other members of their species.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 338

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: New Content

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of an offspring that differs from both of its parents. Throughout the topic, students will gain knowledge that should help them explain that because of the results of sexual reproduction, offspring inherit traits from both parents and populations change over time.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 10

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic

In this topic students will compare and contrast elements and compounds, identify patterns in order to distinguish between physical and chemical changes in matter, and use models to investigate the effect of variables on the rate of dissolution of solid solutes in solutions.

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Current Page Number(s): 48

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 7 Digital Components***

ISBN: 9781428553897

Current Page Number(s): 48

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 210

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students identify and model the main functions of the human circulatory and respiratory systems. In Experience 2, students identify and model the main functions of the digestive and urinary systems. Finally, in Experience 3, students identify and model the main functions of the integumentary and immune systems.

Updated Text: In this topic, students will identify and model the main functions of the human body systems related to energy production and defense. In Experience 1, students identify and model the main functions of the human circulatory and respiratory systems. In Experience 2, students identify and model the main functions of the digestive and urinary systems. Finally, in Experience 3, students identify and model the main functions of the integumentary and immune systems.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 214

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students were introduced to the characteristics of living things in Grade 6 (6.13B) and to the levels of organization in Topic 7 (7.13B). They will continue to build their understanding in this topic as they explore additional human body systems.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 254

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students describe binomial nomenclature, the taxonomic system, and how organisms can be categorized. In Experience 2, students describe characteristics of the kingdoms Archaeobacteria and Eubacteria and their importance to ecosystems. In Experience 3, students describe characteristics of the kingdoms Protista, Fungi, Plantae, and Animalia and their importance to ecosystems.

Updated Text: In Experience 1, students describe binomial nomenclature, the taxonomic system used to classify organisms and describe the characteristics and importance of the different kingdoms. In Experience 1, students describe binomial nomenclature, the taxonomic system, and how organisms can be categorized. In Experience 2, students describe characteristics of the kingdoms Archaeobacteria and Eubacteria and their importance to ecosystems. In Experience 3, students describe characteristics of the kingdoms Protista, Fungi, Plantae, and Animalia and their importance to ecosystems.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 256

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students were introduced to the characteristics of living things (6.13B) and abiotic and biotic factors in ecosystems (6.12A). They will continue to build their understanding as they explore the role of the different kingdoms in ecosystems.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 330

Location: Made changes to Preview the Topic to address TRR response.

Original Text: Preview the Topic

In Experience 1, students are introduced to the hierarchical organization of cells, tissues, organs, and organ systems. In Experience 2, they become familiar with the structures and functions of the nervous system. In Experience 3, they learn how the endocrine system helps to maintain homeostasis. In Experience 4, they discover how the skeletal and muscular systems work together.

**PREVIEW ANCHORING PHENOMENON**

Students determine how dancers use the different body systems to dance. Students will consider the interacting systems that enable dancers to perform.

**Topic Readiness Test**

Students answer questions to show what they already know about the body's systems by completing a printed or online Topic Readiness Test.

**Teacher Background**

To teach the content of this Topic, you should be familiar with the following concepts:

- In multicellular organisms, cells are specialized and organized to perform specific tasks. Cells are organized into tissues, tissues into organs, organs into organ systems, and organ systems into organisms. These levels of organization work to maintain homeostasis, a constant internal equilibrium, despite changes to the external environment.
- The nervous system comprises the central nervous system (brain and spinal cord) and the peripheral nervous system (autonomic and somatic).
- The endocrine system releases hormones, which control various processes throughout the body, including many that control the reproductive system.
- The skeletal and muscular systems are structural systems that shape, move, and protect the body.

**Teacher Prep Video**

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

**Common Misconceptions**

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.

- All cells perform the same function. Cells vary in shape and function.
- Only the brain sends signals that tell the body what to do. In addition to the brain, the spinal cord sends signals to

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complete an action.

- The endocrine system is the only body system that releases hormones. Organs from other body systems produce and secrete hormones as well.
- All connective tissues are solid. Some connective tissues, like bone, are solid, but connective tissues come in other forms, such as liquids.

Updated Text: Preview the Topic

In this topic, students will describe the hierarchical organization within organisms and identify and model the functions of human body systems. In Experience 1, students are introduced to the hierarchical organization of cells, tissues, organs, and organ systems. In Experience 2, they become familiar with the structures and functions of the nervous system. In Experience 3, they learn how the endocrine system helps to maintain homeostasis. In Experience 4, they discover how the skeletal and muscular systems work together.

(new paragraph)Students were introduced to cells (TEKS 6.13A) and the characteristics of living things in Grade 6 (TEKS 6.13B). They will continue to build their understanding in this topic as they explore the levels of organization and specific human body systems.

PREVIEW ANCHORING PHENOMENON

Students determine how dancers use the different body systems to dance.

Students will consider the interacting systems that enable dancers to perform.

Topic Readiness

Students answer questions to show what they already know about the body's systems by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background

To teach the content of this Topic, you should be familiar with these concepts:

- In multicellular organisms, cells are organized into tissues, tissues into organs, organs into organ systems, and organ systems into organisms. These levels of organization work to maintain homeostasis, a constant internal equilibrium, despite changes to the external environment.
- The nervous system comprises the central nervous system (brain and spinal cord) and the peripheral nervous system (autonomic and somatic).
- The endocrine system releases hormones, which control various processes throughout the body, including many that control the reproductive system.
- The skeletal and muscular systems are structural systems that shape, move, and protect the body.

Teacher Prep Video

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

Common misconceptions (in bold type) and explanations follow. These misconceptions, and others, will be addressed at point of use.

- All cells perform the same function. Cells vary in shape and function.
- Only the brain sends signals that tell the body what to do. In addition to the brain, the spinal cord sends signals to complete an action.

**Component: Grade 7 Teacher Guide**

ISBN: 9781418398668

Current Page Number(s): 396

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

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Original Text: In Experience 1, students are introduced to the objects in our solar system. They become familiar with the physical properties, locations, and movements of objects in our solar system, as well as the overall structure of the solar system. In Experience 2, they discover how gravity affects the motion of objects in our solar system. Finally, in Experience 3, they explore the characteristics of Earth that allow life to exist on the planet.

Updated Text: In this topic, students will describe properties, locations, and movements of objects in space, and how gravity governs the motion of objects in the solar system. Students will also analyze Earth's properties which allow for life to exist. In Experience 1, students are introduced to the objects in our solar system.

They become familiar with the physical properties, locations, and movements of objects in our solar system, as well as the overall structure of the solar system.

In Experience 2, they discover how gravity affects the motion of objects in our solar system. Finally, in Experience 3, they explore the characteristics of Earth that allow life to exist on the planet.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 404

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students explored how gravity impacts objects using real world examples in Grade 6 (TEKS 6.7A). They also investigated the abiotic factors required by living things (TEKS 6.12A). They will build on that knowledge in this topic as they further explore objects in space, how gravity governs their movement, and the requirements for life to exist on Earth.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students are introduced to types of surface water and learn the harmful and beneficial influences of human activity on surface water. In Experience 2, they discover how sources of groundwater form and how human activities can have harmful and beneficial influences on this source of water. Finally, in Experience 3, they explore human dependence on ocean systems and how human activities impact these systems.

Updated Text: In this topic, students will investigate aspects of resource management and propose solutions to human impacts on the environment in the form of conservation. In Experience 1, students are introduced to types of surface water and learn the harmful and beneficial influences of human activity on surface water. In Experience 2, they discover how sources of groundwater form and how human activities can have harmful and beneficial influences on this source of water. Finally, in Experience 3, they explore human dependence on ocean systems and how human activities impact these systems.

**Component: *Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students learned why resource management and conservation is important in Grade 6 (6.11A and 6.11B). They will build on that knowledge in this topic as they research human impacts on water resources

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# Publisher: Summit K12 Holdings

## Science, Grade 7

### Program: *Dynamic Science 7th Grade: TEKS*

**Component:** *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: 7.10B Lesson Guide -- Apply and Extend \* add another bullet to Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 7.10B Engineering Challenge: A Bridge Built for Earthquakes (New activity added during SRP) Overview: Students will use the engineering design process and knowledge of Plate Tectonic Theory to solve the problem of bridges collapsing during earthquakes. They will build a model of their bridge design and evaluate its effectiveness. Scenario: Students will work as Army Corps engineers to develop a bridge spanning across plate boundaries. Challenge: Design a bridge that will be able to withstand structural damage due to earthquakes in areas of high plate tectonic activity.

**Component:** *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: 7.8A Lesson Guide -- Apply and Extend -- Engineering Challenge: The Warmest Cup \*additional content added to pages 1, 2, and 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Pages 1-3 "Learning Objective: Students will construct a cup that conserves thermal energy by using their knowledge of thermal energy transfer and the engineering design process. Background information: Insulators are used to prevent the flow of thermal energy between sources. According to Kinetic Molecular Theory, particles are in constant random motion. In the case of a warm drink, insulation minimizes heat transfer from the warmer liquid to the cooler air outside the cup. For example, when the warmer particles in hot chocolate collide with an insulated cup, heat transfer is restricted and slows the flow of energy from a warmer to a cooler environment located outside the cup. A hot drink with no lid will cool down quickly because the particles of the hot drink will begin to slow down as they transfer their energy to the cooler air. When a lid is on an insulated cup, the drink will stay warmer than an insulated cup with no lid. Why? The energy of the particles in the hot drink will stay more active because the lid and insulation prevents the flow of energy from a warmer to a cooler environment. Insulators reduce the movement of thermal energy by using the principles of conduction, convection, and radiation when designing a cup. Conduction: Insulators have low thermal conductivity, which is important since conductors transfer thermal energy very quickly and easily. When thinking about designing a cup, think of ways to minimize the effects of conduction, or heat energy transferring to the outside air through direct contact. Convection: By transferring heat energy by moving through a fluid, think about ways to reduce air circulation and minimize the effect of convection in cooling down the drink. Radiation: By transferring heat energy through electromagnetic waves, think of ways that the surface of your insulator can prevent radiant heat loss from the liquid. Materials: hot plate (to warm water), foam cups (2 per group), duct tape (10 cm per group), aluminum foil (10 cm per group), cotton balls (10 per group), rubber bands (10 per group), felt fabric (6" x 6" per group), wool fabric (6" x 6" per group), polyester fabric (6" x 6" per group) Scenario: A company has hired your team to design the cup that will hold heat the longest compared to its competitors. The campaign slogan is "The Warmest Cup" and will be featured in all marketing

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materials. Will your engineering team design and construct “The Warmest Cup”? Tasks: With your team, you will complete each step and revisit any steps needed in the engineering design process to construct “The Warmest Cup.” Ask: Identify the Need and Constraints What is the problem to solve? What are the limitations? Research the Problem: (added image of Kinetic Molecular Theory Heat Transfer Model) Based on Kinetic Molecular Theory, particles are in constant random motion. As they collide with each other, energy is transferred in the form of thermal energy. As collisions increase, more energy is transferred from one substance to another. How does the Kinetic Molecular theory apply when creating an insulated cup? Communicate with people already involved in the insulated-cup industry. Research and read how cups prevent the transfer of thermal energy and which ones hold energy the longest." ... "Presentation: Create a presentation of your choosing to summarize your data and display your findings. Be sure to include a summary of how your prototype utilizes the methods of thermal energy transfer, including convection, conduction, and radiation. Be sure to support your solution by citing the principles in Kinetic Molecular Theory." ...

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Scientific and Engineering Practices -- 7.1E, 7.1F Collect and Organize Data -- Click Open under Skills Companion  
New slide 15 added to presentation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Maps data organized by location (new image added of butterfly migration routes)

## Science, Grade 7

**Program: *Dynamic Science 7th Grade: ELPS***

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

**Component: *Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

## **Publisher: TPS Publishing**

### **Science, Grade 7**

#### **Program: *STEAM into Science - Grade 7 Edition: TEKS***

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

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Updated Text: Horizontal Alignment Chart - Grade 7 -

[https://docs.google.com/spreadsheets/d/1QQjOkOVZojCTu8h00M1DT-UwLDGf2\\_wl/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1QQjOkOVZojCTu8h00M1DT-UwLDGf2_wl/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 7 -

<https://docs.google.com/spreadsheets/d/1DrZrMZxaotieOGrwCz2t5T0VC74nEkCD/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 7 - [https://drive.google.com/file/d/1fn3frilJojVZbU0Rch3p\\_w2aWirTRke/view?usp=sharing](https://drive.google.com/file/d/1fn3frilJojVZbU0Rch3p_w2aWirTRke/view?usp=sharing)

**Component: *Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 7 -

[https://docs.google.com/spreadsheets/d/1re8wr40v6tGb\\_5K80sg4kOgfl-x\\_rDxY/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1re8wr40v6tGb_5K80sg4kOgfl-x_rDxY/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

# Publisher: Accelerate Learning Inc.

## Science, Grade 7

### Program: *STEMscopes Science TX - Grade 7: ELPS*

Component: *STEMscopes Science TX - Grade 7 (Online)*

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Explore, Inquiry Opportunity and safety materials/ procedures

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Safety goggles (per student)

1 Apron (per student)

1 Gloves (per student)

More changes highlighted in doc

Component: *STEMscopes Science TX - Grade 7 (Online)*

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Engineering Design Process- The Problem, Criteria and Constraints

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students were presented with a defined problem. They brainstormed a solution, made a plan, and built it. The results of those steps of the engineering design process are shown below. After analyzing their initial results, you will redesign one of the solutions based on scientific ideas and principles, propose a modified solution through a presentation, and critique the solutions of other groups.

#### The Problem

Human activity, such as spraying fertilizer and oil and chemical spills, leads to pollution by infiltrating the groundwater in a watershed. In addition, construction, urbanization, and deforestation developments lead to surface water flooding and land erosion in a watershed. You are tasked to build a model that demonstrates the impacts of pollution or flooding on a

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watershed using materials from your teacher. You are required to share ways to reduce this impact.

#### Criteria and Constraints

Spend some time researching the scientific ideas behind how human activity has impacted local watersheds in terms of pollution, flooding, and erosion.

Use the data gathered in your research to inform your decision according to scientific principles about your solution redesign.

#### **Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Description

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will focus on the last two steps of the Engineering Design Process (redesigning and sharing and critiquing) to analyze and redesign models that demonstrate the impacts of pollution or flooding on watersheds and share ways to reduce these impacts based on scientific ideas and principles. They will then critique the solutions of other groups.

#### **Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: description, plan

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Description

Students will focus on the first three steps of the Engineering Design Process (defining the problem, brainstorming, and planning) to research one problem threatening the future of life on Earth and communicate a possible solution to reduce or eliminate the problem. They will design models that show how the solutions will reduce or eliminate the problems.

#### **Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Description, Driving Question, Activity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Description

Students will present persuasive speeches about how pharmaceutical companies use concentration in solutions when developing new medications.

Driving Question

New medications are constantly introduced to the market. If prescribed incorrect doses, these new medications can do much more harm than good. How do pharmaceutical companies solve this problem when making and introducing a new medication?

Text continues in doc

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1

Location: Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Driving Question New medications are constantly introduced to the market. If prescribed incorrect doses, these new medications can do much more harm than good. How do pharmaceutical companies solve this problem when making and introducing a new medication? Goals The speech should be three to five minutes in length. The speech can be in a variety of formats but should include a call to attention, need, solution, visualization, and action. Include information about the following: Concentration in medication The benefits or hazards of using medication with varying concentration levels The solutions that pharmaceutical companies use to ensure properly concentrated medications

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

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Location: Teacher Facilitation text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Space Exploration Debate Driving Question Should we spend resources to explore space? Goals You should address the following questions in your debate position: How has research from past space explorations, such as the Apollo program, impacted scientific thought and society? What were the costs of past exploration missions compared to the scientific benefits gained (cost-benefit analysis)? How is current research impacting the development of new spacecraft for space exploration? What are the costs of current exploration missions versus the scientific benefits gained?

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Current Page Number(s): all

Location: Driving Question, Goals

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Space Exploration Debate

Driving Question

Should we spend resources to explore space?

Goals

You should address the following questions in your debate position:

How has research from past space explorations, such as the Apollo program, impacted scientific thought and society?

What were the costs of past exploration missions compared to the scientific benefits gained (cost-benefit analysis)?

How is current research impacting the development of new spacecraft for space exploration?

What are the costs of current exploration missions versus the scientific benefits gained?

Text continues in file

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): all

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Location: whole document- PDF

Original Text: New Content

Updated Text: Goals

You should address the following questions in your debate position:

How has past research shaped scientific thought on how fishing has impacted food webs?

How has past research shaped society's view on fishing limits?

What current research exists to show how effective or ineffective fishing limits are?

What are the costs and benefits of enforcement of fishing limits?

Be sure to include evidence and reasoning to support the position.

Here are the expectations for those participating in the debate:

Be an active listener.

Wait for your turn to speak.

Build on the discussion.

Contribute to the discussion.

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Link to Current Content:

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Current Page Number(s): n/a

Location: all text

Link to Updated Content:

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Original Text: New Content

Updated Text: Science Connection – Debate

Description

Students will engage in a debate on whether or not we should enforce fishing limits to change the impact on oceanic food webs.

Driving Question

How do fishing limits impact the ocean's food webs, and should they be enforced?

Text continues in doc

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**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

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Current Page Number(s): n/a

Location: all text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Earthquake Solutions Socratic Circle Discussion

Driving Question

Earthquakes do not strike randomly. Instead, we can predict earthquake prone regions due to the theory of plate tectonics. Propose a solution for an earthquake prone region to help reduce damage from earthquakes. You should choose your region according to the theory of plate tectonics.

Changed text continues on doc

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Teacher Facilitation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Science Connection – Socratic Circle Discussion

Description

Students will engage in a Socratic circle discussing solutions for reducing damage from earthquakes, using data for a chosen region according to the theory of plate tectonics.

Driving Question

Earthquakes do not strike randomly. Instead, we can predict earthquake prone regions due to the theory of plate tectonics. Propose a solution for an earthquake prone region to help reduce damage from earthquakes. You should

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choose your region according to the theory of plate tectonics.

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**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): all

Location: Student Handout

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Pass the Test to Pass the Ball Persuasive Speech

Driving Question

There have been a series of incidents involving school athletics. Students have suddenly collapsed in the middle of games or competitions with heart or lung problems, leading to hospitalization and even death. What solution could be used to combat the possibility of this occurring in the future? Use data to support your solution, which should align with current scientific ideas and principles.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Teacher Facilitation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Science Connection – Persuasive Speech

Description

Students will present persuasive speeches about a solution they have to combat the possibility of students collapsing from heart or lung issues during games or competitions.

Driving Question

What solution could be used to combat the possibility of student collapses occurring in the future?

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Text continues in doc

**Component: *STEMscopes Science TX - Grade 7 (Online)***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Driving Question, Goals

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Human Impact on Ocean Ecosystems Digital Product

Driving Question

Humanity has caused, either directly or indirectly, the death of over 14% of the ocean's coral reefs since 2009. This can be due to things like boating, diving, dredging, chemical spills, or climate change. Propose a technological solution to one of humanity's impacts on coral reefs. According to scientific principles and ideas, what is the best solution to solving the coral reef death problem?

Goals

Research various technological attempts that have been made to repair or restore coral reefs. Gather data from at least three credible sources, and use the data to support your solution.

Text continues in doc

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ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Description

Students will research how technological advances have helped people repair or restore coral reefs and then present their findings through a digital product.

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Driving Question

According to scientific principles and ideas, what is the best solution to solving the coral reef death problem?

Text continues in doc

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Driving Question and Goals

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Driving Question

How has past research helped people map the topography of the ocean floor, and how has society and science benefitted from this?

Goals

Research how past research has helped people map the topography of the ocean floor. Gather information from at least three credible sources.

Gather data on how this past research has impacted scientific thought and society.

Like many scientific endeavors, mapping the ocean floor requires significant resources. Include in your findings a cost-benefit analysis of ocean floor mapping.

Become a content creator! Present your findings through a digital product of your choosing. This could be a podcast, infographic, digital poster, animated story, GIF, meme, blog, video, eBook, or more.

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Link to Current Content:

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Current Page Number(s): NA

Location: Driving Question and Goals

Link to Updated Content:

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Original Text: New Content

Updated Text: Ocean Topography Digital Product

Driving Question

How has past research helped people map the topography of the ocean floor, and how has society and science benefitted from this?

Goals

Research how past research has helped people map the topography of the ocean floor. Gather information from at least three credible sources.

Gather data on how this past research has impacted scientific thought and society.

Like many scientific endeavors, mapping the ocean floor requires significant resources. Include in your findings a cost-benefit analysis of ocean floor mapping.

Become a content creator! Present your findings through a digital product of your choosing. This could be a podcast, infographic, digital poster, animated story, GIF, meme, blog, video, eBook, or more.

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Link to Current Content:

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Current Page Number(s): n/a

Location: Description and Driving Question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Chemical Recycling Digital Product

Description

Students will research how technological advances have helped reduce the plastics found in trash through chemically recycling plastics. Students choose a digital presentation format to propose the recycling process their city should use based on evaluating evidence found during their research.

Driving Question

After researching different technologies available to chemically recycle plastics found in trash, what recycling process should your city choose to help reduce the amount of plastics in landfills?

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Current Page Number(s): page 1

Location: Driving Question and Goals

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Chemical Recycling Digital Product

Driving Question

After researching different technologies available to chemically recycle plastics found in trash, what recycling process should your city choose to help reduce the amount of plastics in landfills?

Goals

Research a minimum of three different technologies used to chemically recycle plastics.

Gather information from at least three credible sources.

Using the evidence, evaluate the cost-effectiveness of each process.

Present the process the city should choose along with your reasoning and evidence to support the choice.

Changes continue in doc

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Link to Current Content:  
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Current Page Number(s): n/a

Location: Activity Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Have each student select several topics or assign topics to prevent repetition among the class. Topics may include but are not limited to the following:

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Goals

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Goals

Research plant breeding for crops with a high yield and superior adaptability to help improve global food security. Gather information from at least three credible sources.

Consider the cost-effectiveness of different technologies. Evaluate the potential short-term and long-term impacts, financial implications, and potential risk or benefit for each technology.

Present your decision through a digital product of your choosing.

Become a content creator! Your product could be a podcast, infographic, digital poster, animated story, GIF, meme, blog, video, eBook, or more.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Activity and Differentiation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Ask for clarification from another student if you do not understand, and be ready to provide it if they ask. Use phrases like, "I mean...," "Can you help me understand..." or "Let me rephrase that..."

Text continues in doc

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Link to Current Content:

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Current Page Number(s): n/a

Location: Preparation, Activity

Link to Updated Content:

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Original Text: New Content

Updated Text: Preparation

Determine if you want students to complete this engineering challenge with a partner or in groups.

Change continue in doc

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Description, Preparation, Activity, English Language Support Strategies

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Description

Students will determine whether projected images are good or bad examples of vocabulary terms and make their choices known by physically moving to one side of the classroom or the other and defending their choices to a partner. They will then be assessed on their current knowledge of the content covered by this scope through a multiple-choice pre-assessment. This element is designed to uncover student misconceptions and provides a measurement of student learning to act as a baseline. It should not be taken for a grade.

Text continues in doc

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Teacher Facilitation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Pose the questions to the class, but tell the students not to answer them. Instead, students should pose questions to their elbow partners. To help all students internalize correct use of basic and academic language, have them use sentence stems and new vocabulary to frame their thoughts, such as “I know that planets...” and “I think that moons...” in addition to speaking in complete sentences.

What is a solar system? What objects do you know of that are part of a solar system? Students should know the planets

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of the solar system. They should also know that the solar system has one star, the Sun. Along with the planets, the students should know that some planets have moons. Students may know about asteroids, meteors, and comets but not have in-depth knowledge.

How do planets and moons differ? Students should know that planets revolve around the Sun and moons revolve around planets.

What holds solar system objects in motion? Students should know that gravity can act from a distance, but they might not know that gravity is the force holding all solar system objects in motion.

Prompt students to turn and talk to their partners. Partners should answer the students' questions with the basic language and new vocabulary in a complete sentence and then pose another question. (Still, they should not answer the teacher's questions.) During this time, students can share their thought process with a think aloud strategy. Students should make generalizations about the new content using sentence stems like, "I think examples of \_\_\_ are ...," "Things that are not ...," and "\_\_\_ means..."

After both partners share initial thoughts, the pair should refine their thinking and share it with another set of partners, reusing the new content and basic language as they revise their thoughts.

Changes continue in doc

**Component: *STEMscopes Science TX - Grade 7 (Online)***

ISBN: 9798888266915

Link to Current Content:

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Current Page Number(s): n/a

Location: Activity and Differentiation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Have group Plants sit in the inner circle.

Have group Animals sit in the outer circle.

Set the classroom expectations for the dialogue as follows:

Be an active listener.

Wait your turn to speak.

Build on the discussion.

Contribute to the discussion.

Use sentence stems and new vocabulary as you speak in complete sentences.

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Pose the question to the students again to initiate discussion.

Have students in group Plants explain what they think in regard to the posed question. While this is happening, make sure students in group Animals are actively listening and taking notes on what students in group Plants are saying. To help all students internalize correct usage of basic and academic language, have them use sentence stems and new vocabulary to frame their thoughts, such as “I know that...” and “I think that...” in addition to speaking in complete sentences.

After 5 minutes, have students switch roles and seats. Ask students in group Animals, now sitting in the inner circle, to explain why they agree or disagree with what students in group Plants said. Make sure students in group Plants are actively listening and taking notes on what students in group Animals are saying.

During this time, students can share their thought process while reinforcing basic and academic language. Students should make generalizations about the new content using sentence stems like, “I agree that \_\_\_ are ...,” “Things that are not ...” and “\_\_\_ means...”

After 5 minutes, have students switch roles and seats for the last time. Ask students in group Plants, now back in the inner seats, to rebut or agree with what students in group Animals have said. Make sure students in group Animals are now actively listening.

Students can reuse basic and academic language by once again generalizing what they have heard as they share new thoughts. They can use sentence stems like, “I can use the word \_\_\_ when...”

Text continues in doc

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Think About It

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: What information can you get from the print on the sunscreen bottle?

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Current Page Number(s): page 1

Location: Question 1

Link to Updated Content:

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Original Text: New Content

Updated Text: What information can you get from the print on the sunscreen bottle?

The print on the bottle tells me that it is sunscreen, or sun protection cream. The bottles have different SPF values.

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Link to Current Content:

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Current Page Number(s): n/a Teacher Facilitation

Location: throughout

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Engineering Connection: EDP Steps 1–3

Description

Students will focus on the first three steps of the Engineering Design Process (defining the problem, brainstorming, and planning) to research several different geothermal technologies and propose one as a solution supported by data to combat climate change in the community.

Changes continue in doc

## **Publisher: Accelerate Learning Inc.**

### **Science, Grade 8**

**Program: *STEMscopes Science TX - Grade 8: TEKS***

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): all

Location: Materials,Preparation

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Goggles (per student)

1 Pair of gloves (per student)

Students should gather dry leaves from the schoolyard.

Choose an area outside for students to gather soil, dead leaves, live leaves, etc. Check the area you choose to be sure

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there are no poisonous plants or other outdoor hazards.

Have students dress correctly for the weather conditions in your area.

Students should be required to wear goggles and gloves as they obtain their soil samples.

Safety Precautions:

Identify the area you will explore ahead of time and survey for any potential hazards.

Remind students of appropriate safety precautions while collecting items outside including gloves, goggles and if needed aprons.

Students should wash hands thoroughly after returning to the classroom as well as when the investigation is complete.

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Procedure

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Use caution when using scissors to prevent injury.

At your teacher's direction, proceed outside to the area where you will collect your brown and green materials to add to your composter. You can use dead leaves, grass clippings, or other natural materials. Be sure to avoid poisonous or hazardous plants as you gather. Let your teacher know if you discover any such plants during your time outside.

Put on your gloves, goggles and apron (if needed) and collect a sample of soil to include in your composter.

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ISBN: 9798888266939

Link to Current Content:

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Current Page Number(s): all

Location: Driving Question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: According to modern scientific theories, invasive species have enormous impacts on ecosystems. But why should we care about invasive species?

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**Component: *STEMscopes Science TX - Grade 8(Online)***

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Link to Current Content:

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Current Page Number(s): Page 1-2

Location: Driving Question, Goals, Outline

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: According to modern scientific theories, invasive species have enormous impacts on ecosystems. But why should we care about invasive species?

A specific invasive species

Current research and data on how the invasive species impacts ecosystems (this can include environmental, economic and/or health concerns)

A proposed solution showing a cost-benefit analysis model

Call to attention with supporting data:

Solution, including a cost-benefit analysis model:

Action

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Current Page Number(s): all

Location: Description and Activity

Link to Updated Content:

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Original Text: New Content

Updated Text: Students will focus on the first three steps of the Engineering Design Process (defining the problem, brainstorming, and planning) to research the data used as evidence for scientific theories on the origin of the universe and design interactive models that demonstrate at least two theories.

The origin of the universe is a commonly debated topic because there is a lack of scientific evidence to justify one theory. Also, there are conflicting viewpoints surrounding the various theories that make it difficult to teach to students. You are tasked with proposing a solution to make this information accessible in the classroom. You will research the data used as evidence for scientific theories on the origin of the universe and design an interactive model. This model must include data that supports two theories, including two main components of each theory.

Research two or more scientific theories on the origin of the universe.

Theories may include but are not limited to the big bang theory, slow freeze theory, and steady state theory.

Research the data used as evidence to help develop each theory.

Design an interactive model with data that supports two theories, including two main components of each.

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Link to Current Content:

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Current Page Number(s): Page 1

Location: The ProblemCriteria and Constraints

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The origin of the universe is a commonly debated topic because there is a lack of scientific evidence to justify one theory. Also, there are conflicting viewpoints surrounding the various theories that make it difficult to teach to students. You are tasked with proposing a solution to make this information accessible in the classroom. You will research the data used as evidence for scientific theories on the origin of the universe and design an interactive model. This model must include data that supports two theories, including two main components of each theory.

Research two or more scientific theories on the origin of the universe.

Theories may include but are not limited to the big bang theory, slow freeze theory, and steady state theory.

Research the data used as evidence to help develop each theory.

Design an interactive model with data that supports two theories, including two main components of each.

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**Component: *STEMscopes Science TX - Grade 8(Online)***

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Initial description paragraphThe ProblemCriteria and Constraints

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students were presented with a defined problem. They brainstormed a solution, planned it out, and built it. The results of those steps of the engineering design process are shown below. After analyzing their initial results, you will redesign one of the solutions, propose a modified solution through a presentation, and critique the solutions of other groups.

### The Problem

A friend of yours believes that all stars are composed of hydrogen, and therefore they all must have the same temperature and brightness. However, stars are composed of hydrogen, helium, and a small number of other elements. All stars vary in temperature and brightness. You are tasked with evaluating a model of a star's life cycle then compare and classify the stars in the model, using data from the Hertzsprung-Russell diagram and modern scientific theories of star life cycles as a reference, by explaining the correct information about stars to your friend.

### Criteria and Constraints

Evaluate a model of a star's life cycle.

Use a small red balloon, a medium yellow and orange balloon, a large blue balloon, glitter, a miniature marshmallow, and a raisin in your model.

Compare and classify the stars in your model, using data from the Hertzsprung-Russell diagram and theories of stellar life cycles as a reference, by explaining the correct information about stars to your friend.

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Current Page Number(s): all

Location: Description, Driving Question

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Description

Students will engage in a debate on whether the exploration of our galaxy and the universe should be from ground-based telescopes or space-based telescopes, including a cost/benefits analysis of both.

Driving Question

Should exploration of our galaxy and the universe be from ground-based telescopes or space-based telescopes?

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ISBN: 9798888266939

Link to Current Content:

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Current Page Number(s): Page 1 and 6

Location: Driving Question, Goals, Rubric

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Driving Question

Should exploration of our galaxy and the universe be done with ground-based telescopes or space-based telescopes?

Goals

Include how scientific advances from past research and space explorations, such as the use of the Hubble space telescope, have impacted current research in developing ground-based and space-based telescopes.

Discuss costs of modern telescopes versus the scientific benefits gained.

Be sure to include evidence and reasoning to support the position.

Here are the expectations for those participating in the debate:

Be an active listener.

Wait for your turn to speak.

Build on the discussion.

Contribute to the discussion.

Debate Rubric

Points awarded

3

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1

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#### Costs and benefits of Ground-based or Space-based Exploration

Information about the costs and benefits of ground-based or space-based exploration was accurate, relevant, and clearly presented.

Information about the costs and benefits of ground-based or space-based exploration was somewhat accurate, relevant, and clearly presented.

Information about the costs and benefits of ground-based or space-based exploration was unclear.

Information about the costs and benefits of ground-based or space-based exploration was missing, inaccurate, or plagiarized.

#### Scientific advances from past missions and impact on current research

Information about scientific advances from past missions and impact on current research was accurate, relevant, and clearly presented.

Information about scientific advances from past missions and impact on current research was somewhat accurate, relevant, and clearly presented.

Information about scientific advances from past missions and impact on current research was unclear.

Information about scientific advances from past missions and impact on current research was missing, inaccurate, or plagiarized.

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Link to Current Content:

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Current Page Number(s): all

Location: Description, Driving Question, Activity steps 3 through 5

Link to Updated Content:

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Original Text: New Content

Updated Text: Description

Students will write informative speeches about solar panels and climate change.

Driving Question

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How can the use of alternative energy sources like solar panels installed on a home play a role in reducing human contribution to climate change?

Have devices available to research solar panels and climate change

Allow students to work for the remainder of the class on the research and draft of their speeches; allow students to complete work at home if necessary.

Make sure that the students include information about past research and development of solar panel technology, a cost-benefit analysis of solar panels over time, and how would the widespread adoption of home solar panels affect climate change.

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Current Page Number(s): Page 1

Location: Driving Question, Goals

Link to Updated Content:

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Original Text: New Content

Updated Text: Driving Question

How can the use of alternative energy sources like solar panels installed on a home play a role in reducing human contribution to climate change?

Goals

The speech should be three to five minutes in length.

The speech should consist of three parts: an introduction to the topic, a body (topic to be discussed), and a conclusion to wrap it all up.

Include information about the following:

Past research and development of solar panel technology

A cost-benefit analysis of solar panels over time

What are the average electricity bills for homes in your area?

How much do solar panels typically cost to install?

How much could a family expect to save on their annual electricity bills once solar panels are installed?

How would the widespread adoption of home solar panels affect climate change?

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Link to Current Content:

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Current Page Number(s): New content

Location: New content

Link to Updated Content:

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Original Text: New Content

Updated Text: Food webs are complex systems that depict the interrelationships between different organisms in an ecosystem. They demonstrate how energy and matter flow through various levels, starting with the Sun, to producers to consumers and decomposers. However, it is not only energy that moves through these systems; matter also cycles continuously, ensuring the sustainability and balance of the ecosystem. In this passage, we will explore how food webs facilitate the cycling of matter, allowing for the efficient use and recycling of resources.

Producers, such as plants and algae, harness energy from the sun through photosynthesis. These primary producers convert sunlight, water, and carbon dioxide into organic matter, such as carbohydrates and glucose which are composed of carbon, oxygen, and hydrogen. Plants and algae also take up nutrients from the soil and water. These nutrients, like nitrogen and phosphorus, are available in the soil due to the cycling of matter through the carbon and nitrogen cycle.

When herbivores, which are primary consumers, eat the producers, they obtain the stored energy and matter. They break down the glucose, carbohydrates, nitrogen, and other minerals obtained from consuming the plant matter. They use this carbon, oxygen, nitrogen, hydrogen, and other elements as building blocks for proteins and other biomolecules. They also use the energy stored in the bonds of these biomolecules to fuel processes in their own systems.

(text continues in document)

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): all

Location: Page 3-4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Food webs are systems that demonstrate how matter is transferred between producers, consumers, and decomposers as the three groups interact within the connected food chains in an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Matter moves throughout the ecosystem when a producer uses photosynthesis to create the glucose it needs to carry out life processes. Producers also obtain matter such as carbon, nitrogen, and other essential elements from the soil. When a producer is eaten by an herbivore, these elements move to the consumers, and eventually to the decomposers, cycling the matter through the ecosystem. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

The image below shows examples of matter that is cycled constantly through the biosphere. Food webs are only one system that helps with the cycling but a very important one.

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source

Let's take a deeper look at how matter is cycled. When producers are consumed by primary consumers (herbivores), glucose is broken down through the process of cellular respiration to obtain the energy stored in bonds. They also obtain other nutrients like nitrogen and phosphorus when they eat the producers. This is not a very efficient process to obtain matter. Some of the matter is lost to waste materials. For example, urea, which contains nitrogen, is one of the main components of urine excreted by animals. This process continues in the food web as primary consumers are consumed by secondary consumers and secondary consumers are consumed and so on until apex predators are reached.

(text continues in document)

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Weather and climate systems are complex and fascinating natural phenomena that shape our environment. From the gentle breeze that caresses our skin to the powerful storms that sweep across the planet, all weather events are driven by the movement and transformation of energy within and across systems. In this passage, we will explore and analyze how energy is conserved through a variety of systems in weather and climate, and how it influences the Earth's atmospheric conditions.

The primary source of energy for weather and climate systems is the Sun. Sunlight, consisting of electromagnetic waves, reaches the Earth's surface and is absorbed by land, oceans, and vegetation. This absorbed energy is then converted into different forms and sets various processes in motion. Energy is not created nor destroyed during this process.

Once sunlight reaches the Earth's surface, it undergoes several transformations. Some of the energy is reflected into space, while the rest is absorbed. Absorbed energy heats the Earth's surface, causing it to warm up. The warm surface, in turn, radiates heat energy back into the atmosphere.

The transfer of energy from the Earth's surface to the atmosphere is responsible for the creation of weather systems and atmospheric circulation patterns. As Earth's surface warms, the air above it also heats up. Warm air becomes less dense and rises, creating areas of low pressure. Conversely, cooler air sinks and creates regions of high pressure. This movement of air forms wind patterns and contributes to weather systems.

(text continues in document)

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 6

Location: 2nd through 7th paragraphs on the page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Scientists rely heavily on gathering and analyzing vast amounts of observational data from various sources. Analysis of the data has played a crucial role in helping scientists develop theories that describe the origin of the universe. Here are some ways data analysis has contributed to our understanding of the universe's origin:

**Cosmic Microwave Background (CMB) Radiation:** As discussed, one of the most significant pieces of evidence supporting the big bang theory is the discovery of the cosmic microwave background radiation. By analyzing the CMB data, scientists have been able to study the early universe's temperature fluctuations, which led to the formation of galaxies and large-scale structures we observe today.

**Observational Surveys:** Telescopes and observatories around the world have collected vast amounts of data from the observable universe. By analyzing the light emitted from distant galaxies, supernovae, and other celestial objects, scientists have been able to determine the universe's expansion rate.

**Cosmic Structure:** Data analysis of galaxy surveys has revealed the large-scale structure of the universe, including the distribution of galaxies, galaxy clusters, and cosmic voids. Understanding the patterns in this data has helped refine theories about how galaxies formed and how they are distributed throughout the universe.

**Nucleosynthesis:** The study of the abundance of light elements in the universe, such as hydrogen, helium, and lithium, provides crucial information about the early universe's conditions. By analyzing the ratios of these elements, scientists can infer the temperature, density, and age of the universe at different stages of its evolution.

(text continues on document)

See also additional text added on page 6.

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 8, 14

Location: Page 8, Page 14

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Page 8

Scientists have been gathering data on the loss of forest cover in locations around the world. They have been comparing this loss of forest cover to the changes in temperature experienced by that same region in the same time frame. Below is

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an image of the forest cover difference from 2002 – 2018. In locations where there was significant loss of forest, there is a corresponding increase in the temperature of that location. Based on this data, a limited conclusion could be drawn that loss of forest canopy in any location would cause the temperature to increase in that same location. This would cause a shift in the climate of that location. Loss of forest cover could reasonably be directly related to climate change.

Page 14

7 Use the graph as evidence to describe how deforestation can influence climate.

Based on the data above, the temperature of the areas that lost cover increased in temperature from 1 to 6 degree Celsius over the 16-year period of 2002 to 2018. The locations that kept cover either decreased in temperature by up to 2 degrees celsius, stayed the same temperature or increased by a degree. This indicates that losing the cover provided by trees can cause an increase in temperature that will affect the climate long term if the cover provided by the trees does not return.

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Every species on Earth is unique, with its own set of traits and characteristics. Within a population you will find that species have trait variations. These variations can lead to structural adaptations, behavioral adaptations, and physiological adaptations all of which can influence an organism's chances of survival. Individuals with traits that enable them to survive lead to reproductive success and are more likely to pass on those traits to their offspring, contributing to the likelihood of survival of a species over generations.

Structural Adaptations: These refer to physical traits that help an organism survive in its environment. These adaptations can enhance an organism's ability to find food, evade predators, or adapt to specific habitats. Some species, such as certain insects, exhibit variations in their body coloration and patterns. These variations allow individuals to blend more effectively into their environment, making them less visible to predators. The individuals with better camouflage are more likely to survive and pass down trait variation to their offspring. Camouflage helps species avoid being easily detected, increasing their chances of survival and reducing the risk of predation. This increases their chances of reproductive success, due to their survival.

(text continues in document)

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Current Page Number(s): Page 10

Location: New content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Structure and Function in Organisms

The structure and function of organisms have a special relationship that helps them live and survive in their environments. The structure refers to the way an organism's body parts are put together, while the function is what those body parts do to help the organism carry out its life activities. This relationship becomes even more interesting when we look at the variation of traits in structural adaptations. For example, think about how different birds have different beaks. The shape and size of a bird's beak are directly related to its function or what it can do. A long, thin beak is great for probing into flowers to get nectar, while a short, sturdy beak is good for cracking seeds or nuts. The variation in beak structure among different bird species allows them to have specialized ways of finding and eating food. Some birds have curved beaks for catching fish, while others have sharp beaks for tearing meat. Because of these variations, the birds are able to adapt to different environments and find the right kind of food they need to survive. So, the structure of an organism's body parts is important because it determines how it functions and helps it meet its needs. By having different structural adaptations, organisms can live in different habitats and have a better chance of finding food and surviving.

Adaptations, Survival and Reproductive Success

In the natural world, individual organisms within a species possess unique sets of traits that play a vital role in their survival and reproductive success. Traits are the distinguishing characteristics that set individuals apart from one another. These can include an organism's physical structures, patterns of behavior, and internal physiological processes. Within a population of a particular species, there exists variation in traits. These variations can lead to physical, behavioral, and physiological adaptations that impact the likelihood of a

(text continues in document)

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 1

Location: New content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 5. Describe how variations in traits within a population of clownfish leads to behavioral adaptations that could influence the likelihood of reproductive success for that species.

Answers will vary

6. Kangaroo rats are mammals like horses. You see variations in traits within that population. Describe the physiological adaptations that would lead to both survival and reproductive success for that particular species.

Answers will vary

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**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Original Text: New Content

Updated Text: New content - p 18 and 19

Students will examine populations in a park using proper safety procedures and equipment

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Original Text: New Content

Updated Text: New content - p 6, 7, and 9

Students will read about and then plan and conduct several different types of investigations

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Original Text: New Content

Updated Text: New content - p 59 - 64

Students will categorize statements as hypothesis, theory, or law, and answer questions, then read a passage about scientific hypothesis, scientific theory, and scientific law

**Component: *STEMscopes Science TX - Grade 8(Online)***

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Original Text: New Content

Updated Text: New content - p 92 - 93

Students will read about solutions and cost-benefit analysis and then create solutions from a cost-benefit analysis perspective

**Component:** *STEMscopes Science TX - Grade 8(Online)*

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New content

Location: New content

Original Text: New Content

Updated Text: New content - p 73-74

Students will read about making informed decisions about scientific concepts by evaluating evidence from multiple sources and will evaluate evidence from sources.

## Publisher: Discovery Education Inc

### Science, Grade 8

**Program:** *Science Techbook for Texas by Discovery Education - Grade 8: TEKS*

**Component:** *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/36ffe20e-cf58-46c2-81d8-3d1e20e88a77>

Location: Unit 4 > Concept 1 > lesson 3 > Lesson planning > Interact

Original Text: New Content

Updated Text: Direct students to the interactive and review the instructions. Allow students to work with partners or groups to explore the interactive and collect data.

1. Scroll down the images and descriptions of the organelles, noting the names and functions of each organelle.
2. Record the function of each organelle in your data table.
3. Predict whether specific organelles are in plant cells, animal cells, or both.
4. Check your prediction by dragging the organelle into the cells. Some will go in both cells, and some will go in only one.
5. Record where each organelle is found in your data table.
6. Repeat the steps for each organelle.

**Component:** *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition*

ISBN: 9781616292638

Current Page Number(s): 20

Location: Interact

Original Text: New Content

Updated Text: Direct students to the interactive and review the instructions. Allow students to work with partners or groups to explore the interactive and collect data.

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1. Scroll down the images and descriptions of the organelles, noting the names and functions of each organelle.
2. Record the function of each organelle in your data table.
3. Predict whether specific organelles are in plant cells, animal cells, or both.
4. Check your prediction by dragging the organelle into the cells. Some will go in both cells, and some will go in only one.
5. Record where each organelle is found in your data table.
6. Repeat the steps for each organelle.

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/8ddf950d-d0b7-48a3-978c-9e92b0f71557/preview>

Location: Unit 3 > Concept 2 > Global Patterns Concept Summative Assessment > Item 7

Original Text: New Content

Updated Text: How do ocean currents and air masses interact to produce typhoons and hurricanes?

- A. An area of low pressure is produced when warm ocean currents heat the air above. Strong winds are produced as the surrounding air rapidly fills this area.
- B. An area of high pressure is produced when cold ocean currents cool the air above. Light winds are created as the surrounding air works to disrupt these areas.
- C. Strong winds are produced when the air reaches extremely high humidity due to warm ocean currents. The winds act quickly to reach a state of equilibrium.
- D. Light wind results when the air reaches low humidity due to cooling ocean currents. The winds move steadily until the system reaches a state of equilibrium.

[Correct Answer: A]

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/8ddf950d-d0b7-48a3-978c-9e92b0f71557/preview>

Location: Unit 3 > Concept 2 > Global Patterns Concept Summative Assessment > Item 8

Original Text: New Content

Updated Text: Categorize the conditions required for the formation of tropical cyclones by dragging the tiles into the table.

WORD BANK: light winds, strong and steady winds, moist air mass, warm ocean currents, dry air mass, cool ocean currents

[CORRECT ANSWERS: strong and steady winds, moist air mass, warm ocean currents]

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Location: Course Materials > Material List

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Link to Current Content:

[View Current Content](#)

Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Location: Course Materials > Summative Assessment Standards Alignment

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

## **Publisher: EduSmart**

### **Science, Grade 8**

#### **Program: 2024 EduSmart Science Grade 8: TEKS**

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Original Text: New Content

Updated Text: none

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: none

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Original Text: New Content

Updated Text: none

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

**Component: 2024 Edusmart Science Grade 8**

ISBN: 9.78194E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: none

## **Publisher: Green Ninja**

### **Science, Grade 8**

**Program: Green Ninja Middle School Science - Texas: TEKS**

**Component: Online Lesson Plans**

ISBN: 9781948845687

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

[View Current Content](#)

Location: Section 4 of Grade 8 Unit 3 Lesson 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add After students have completed their graphs, ask students if there are ways to reduce the cost of a hurricane disaster. Give students time to share their ideas—you may choose to do a quick think-pair-share. Students may suggest:

- Buildings can be designed to withstand high winds
- Flood walls or levies can be constructed to keep flood waters from moving inland
- Emergency alerts go out to tell people to evacuate, which can save lives

These are all ways that communities can prepare for hurricanes. These preparations are ways to mitigate, or help prevent damage from hurricanes. Of course, these preparations cost money. Show the Benefits Cost display Lesson 3.3c-benefits-cost-display.pdf [SRP: see file content note below]. Explain that officials calculate a benefit-cost ratio when deciding whether it is worth investing in the mitigation (preparation). They do this by dividing the benefits by the costs. Ask students to list some benefits of preparing for a hurricane in advance. Students may suggest:

- Less damage to buildings and roads
- Less wildlife habitat loss
- Fewer lives lost

For each benefit, there is a savings. This amount is divided by the cost, which gives us a cost benefit ratio.

The Federal Insurance and Mitigation Administration (FEMA) determined that preparing for a disaster is less expensive than paying to clean up after a disaster. The FEMA website contains the chart shown in the Benefits-Cost display Lesson 3.3c-benefits-cost-display.pdf. Any ratio greater than 1:1 indicates that the benefits outweigh the costs. At the top of the chart, we see that the overall hazard benefit-cost ratio is \$4:1. Ask students which other items on the chart could be considered in a hurricane disaster. Students should suggest Hurricane Surge, and may also suggest Wind, and Riverine Flood. (Riverine refers to a river bank, which can flood during a hurricane.) Ask students if the benefits outweigh the costs for each hazard. (yes).

The Benefits Cost display Lesson 3.3c-benefits-cost-display.pdf contains the following image - see link.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Grade 8, Unit 1, Lessons 10

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated the phenomenon statement to: 'The drag racer burns rubber when it starts the race' so this ties in better with energy conservation.

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**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Grade 8, Unit 1, Lessons 11

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated lesson to focus on energy conservation where students explain how energy transfer within the system causes the drag racer to start moving (weight falling converts gravitational potential energy to kinetic energy in the system) and the energy conversion from friction into heat.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Grade 8, Unit 3, Lesson 22 (Greenhouse Effect Reading)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Inert the below after the bullets and before the "You will expand..." paragraph an Emphasizing Energy Conservation box and accompanying text as shown below (see link)

Remind students that the principle of Conservation of Energy states that energy can't get created or destroyed. But, it can transfer from one object to another or change forms. Have students provide three examples from the Greenhouse Reading of energy transfer from one object to another.

Energy transfer examples: Sun's radiation -> Earth; Land & Ocean -> Space; Radiation going to space -> Greenhouse gases; Greenhouse gases -> the planet.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Grade 8, Unit 3, Lesson 17, Section 2 (Ocean Current Presentation)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Add the extra slide (slide 14) to the a-oceans-part-I-presentation.pptx that describes how the interactions between the sun, the ocean, and the atmosphere affect the weather.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Grade 8, Unit 3, Lesson 17, Section 2 (Ocean Current Presentation)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Add a series of extra slides (slide 15-20) to the a-oceans-part-I-presentation.pptx that describes how natural events including abrupt changes in ocean circulation affect climate using a case study 13,000 years ago.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Investigation Procedure activity. Bullet point #3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: What will you observe and measure? (These are the dependent variables). The scale can be useful for students to explore how the mass of the marble (or marbles) affect the results of the experiment.

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Build and Test! Activity, second paragraph.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: To complete this activity in one day, keep the car-building step very simple. Example: A very simple design would be to add four small sections of plastic straw, or four washers to the bottom of the block to reduce friction. Another possible design would be to make the dragster more aerodynamic so that the air resistance is lower. Note that it's much easier to measure a change in the rolling resistance of the car by changing the bottom of the block than to measure changes in the air resistance at the low speeds of the classroom dragster. Also, if other materials are available in the classroom (e.g., aluminum foil, toothpicks), then students could be encouraged to consider these materials in their designs. The scale can be useful for students to explore how the mass of the materials affect the results of the experiment.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: new content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added RTC or SEP callout boxes to the following Grade 8 lessons: 1.12; 2.3; 2.10; 2.24; 3.21; 4.9

## **Publisher: Houghton Mifflin Harcourt**

### **Science, Grade 8**

#### **Program: *HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS***

**Component: *HMH Into Science Texas Teacher License Digital Grade 8***

ISBN: 9780358860921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 8.1-8.5), p. 16

Location: Item 44, prompt and answer choices

Original Text: New Content

Updated Text: "Karsten is researching a recent, controversial scientific issue. Which of the following are the most reliable sources for Karsten to use for unbiased scientific information? Select THREE correct answers.

A. a personal website or blog

\*B. a lecture given by an expert in the field

\*C. a scientific journal with peer-reviewed articles

\*D. an encyclopedia article in a respected, older encyclopedia

E. an informative pamphlet that arrived in the mail from a politician or lobby group"

**Component: *HMH Into Science Texas Teacher License Digital Grade 8***

ISBN: 9780358860921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 8 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 8.1-8.5), Question 44, Rationales for Choices A-E columns

Original Text: New Content

Updated Text: If students miss this item, they may need to review why some sources of information are more reliable than others. Provide examples of journals, articles, and lectures that cite sources for the evidence presented. A. This is incorrect because this information is likely biased and not very scientific since anybody could have written it. B. This is correct because an expert in the field of study will likely have accurate information, although it still needs to be verified.

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C. This is correct because a peer-reviewed scientific journal article has been examined by other experts in the field and been accepted as being unbiased. D. This is correct because an encyclopedia article in a respected older encyclopedia has been reviewed by experts in the field. E. This is incorrect because an informative pamphlet is likely biased and not very scientific since anybody could have written it.

**Component: *HMH Into Science Texas Teacher License Digital Grade 8***

ISBN: 9780358860921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 8.1-8.5), p. 18

Location: Item 50, prompt and answer choices

Original Text: New Content

Updated Text: "In this meadow food web mice began to die due to disease. How would the energy transfer in each part of the system be affected?

Move ONE correct answer to each box. Each answer may be used more than once."

[Food web of meadow]

[alt text for food web] "Diagram with plants at the base. Arrows lead from plants to mice and grasshoppers. Arrows lead from mice to great horned owl and to coyote. Arrows lead from grasshoppers to great horned owl and coyote"

"A. decrease

B. increase"

**Component: *HMH Into Science Texas Teacher License Digital Grade 8***

ISBN: 9780358860921

Link to Current Content:

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Current Page Number(s): Assessment Guide Answer Key, Grade 8 Skills Bank tab

Location: Skills Bank, Skills & Themes Bank (TEKS 8.1-8.5), Question 50, Rationales for Choices A and B columns

Original Text: New Content

Updated Text: If students miss this item, they may need to review how energy transfers within systems. A. decrease belongs in the boxes between plants and mice, mice and great horned owls, and mice and coyote. B. increase belongs in the boxes between plants and grasshoppers, grasshoppers and great horned owl, and grasshoppers and coyote.

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Current Page Number(s): Skills & Themes Bank (TEKS 8.1-8.5), p. 13

Location: Item 32, prompt and answer choices

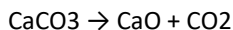
Original Text: New Content

Updated Text: "The atomic theory is the theory that all matter is made up of atoms. A chemical equation is a model that shows how atoms rearrange in a chemical reaction. The production of lime (calcium oxide, CaO), which is used as an ingredient in concrete, involves heating calcium carbonate (CaCO<sub>3</sub>) to decompose it into calcium oxide and carbon

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dioxide. A model of the decomposition reaction is shown in the chemical equation below.



An engineer wants to produce 5,000 kg of lime to make a batch of concrete. Use the chemical equation to help propose a solution for how much calcium carbonate would the engineer need to begin with to produce 5,000 kg of lime.

- A. 2,800 kg
- B. 3,929 kg
- C. 7,800 kg
- D. 8,929 kg"

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Current Page Number(s): TEKS Lesson 8.6.C, Exploration 4, Screen 2

Location: Step 8

Original Text: New Content

Updated Text: "Apply the patterns you noticed in your investigation and those from daily life to propose a solution that would make a cup easier to pour from without spilling."

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Current Page Number(s): TEKS Lesson 8.6.D, Exploration 2, Screen 6

Location: below Distinguish interaction

Original Text: New Content

Updated Text: "COMPARE: Complete the table to compare and contrast the properties of acids and bases. This includes comparing the pH of an acid and the pH of a base to the pH of water."

[new data table]

[First column: ]

(title) Solution

Acid

Base

[Second column:]

(title) Physical properties

[open response]

[open response]

[Third column:]

(title) Chemical properties

[open response]

[open response]

[Fourth column:]

(title) pH compared to water

[open response]

[open response]

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Current Page Number(s): Applying Newton's Laws of Motion (TEKS 8.7.B) Quiz, p. 3

Location: Item 7, prompt and answer choices

Original Text: New Content

Updated Text: "7. A girl starts a game of soccer by kicking a ball. Which of Newton's laws describe each action?

Move ONE correct answer to each box.

[Table with two columns and three rows]

The ball does not move until the girl kicks the ball. [A]

The ball moves in the opposite direction from which the girl kicked the ball. [C]

The ball accelerates quickly because it is light and the girl kicked it with a large force. [B]

A. Newton's first law of motion

B. Newton's second law of motion

C. Newton's third law of motion"

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Current Page Number(s): Assessment Guide Answer Key, TEKS 8.2 tab

Location: TEKS Quiz, Applying Newton's Laws of Motion (TEKS 8.7.B) Quiz, Question 7, Reteaching Support column and Rationales for Choice A-C columns

Original Text: New Content

Updated Text: If students miss this item, they may need review Newton's three laws of motion. A. Newton's first law of motion matches "The ball does not move until the girl kicks the ball." B. Newton's second law of motion matches "The ball accelerates quickly because it is light and the girl kicked it with a large force." C. Newton's third law of motion matches" The ball moves in the opposite direction from which the girl kicked the ball."

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Current Page Number(s): TEKS Lesson 8.7.B, Evaluate, Screen 3

Location: Item 1

Original Text: New Content

Updated Text: "1. Complete the paragraph evaluating the engineering design of the floor mat in the photo.

Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo [does | does not] satisfy the criterion of reducing the force on the gymnast when they land. The mat [decreases | increases] the duration of the collision between the gymnast and the floor. [Decreasing | Increasing] the duration of the collision decreases the [acceleration | velocity]."

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Current Page Number(s): The Origin of the Universe (TEKS 8.9.C) Test, p. 1

Location: Item 3, prompt and answer choices

Original Text: New Content

Updated Text: "Which is the best description for the Big Bang model of the origin of the universe?

- A. It's an idea because it's an explanation that has not yet been tested.
- B. It's a law because it's a rule that describes an observation of a phenomenon.
- C. It's a hypothesis because it's a possible explanation of an observation that can be tested.
- D. It's a theory because it explains many scientific observations supported by evidence and data."

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Current Page Number(s): TEKS Lesson 8.10.A, Exploration 1, Screen 3

Location: first paragraph

Original Text: New Content

Updated Text: "In this activity, you will model and compare how incoming solar energy affects different parts of Earth's surface differently."

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Current Page Number(s): TEKS Lesson 8.10.A, Exploration 1, Screen 3

Location: Short Answer Interactivity, Step 8

Original Text: New Content

Updated Text: "Compare the temperatures for the equator and the North Pole. Based on this information, what thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

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Current Page Number(s): TEKS Lesson 8.10.C, Exploration 2, Screen 1

Location: first paragraph

Original Text: New Content

Updated Text: "Hurricanes and typhoons are both types of tropical cyclones, which are storms that form over tropical oceans. Typhoons are specific to the Northwest Pacific Ocean near India. Hurricanes are specific to the North Atlantic Ocean and central and eastern Pacific Ocean. Ocean currents are movements of water that follow a regular pattern. Ocean currents are very warm near the equator, where the sun passes high in the sky nearly all year long, warming the ocean."

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Current Page Number(s): TEKS Lesson 8.10.C, Exploration 2, Screen 1

Location: after Explain interaction

Original Text: New Content

Updated Text: "DESCRIBE: How do ocean currents and air masses interact to produce typhoons?"

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Current Page Number(s): TEKS Lesson 8.11.C, Exploration 1, Screen 6

Location: Short Answer Interactivity, Make Informed Decisions

Original Text: New Content

Updated Text: "MAKE INFORMED DECISIONS: With your partner, evaluate the evidence from each method you researched and decide which would be most effective in an urban or rural environment. Explain your reasoning for these decisions and why you believe your sources are credible."

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Current Page Number(s): TEKS Lesson 8.11.C, Exploration 1, Screen 6

Location: bottom of screen, after Make Informed Decisions

Original Text: New Content

Updated Text: "EVALUATE: Evaluate the evidence you each gathered and the solution you are proposing by completing this checklist.

\_\_\_ I used multiple appropriate sources.

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- \_\_\_ My sources are accurate and credible.
- \_\_\_ My solution is cost-effective.
- \_\_\_ My solution reduces carbon in the atmosphere."

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Current Page Number(s): TEKS Lesson 8.12.C, Elaborate, Screen 8

Location: Collaborate

Original Text: New Content

Updated Text: "With a group, explore resources, such as libraries, the Internet, and professional restoration ecologists, to investigate this STEM career further. Then, propose a restoration project in your community. Take on the role of the restoration ecologists planning and carrying out the work. Develop a short presentation of your proposal. Include an explanation for how the project would positively affect biodiversity in the area."

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Current Page Number(s): TEKS Lesson 8.12.C, Exploration 4, Screen 5

Location: Drawing Interactivity, Step 1

Original Text: New Content

Updated Text: "Here or on a separate sheet of paper, use the data you collected to construct a map of the area your class investigated. Label the parts of the ecosystem, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

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Current Page Number(s): Cells, Organisms, and Species Survival (TEKS 8.13) Test A, p. 5

Location: Item 17, prompt and answer choices

Original Text: New Content

Updated Text: "Which of the following sources would most likely provide evidence to help scientists understand how offspring can inherit recessive traits? Choose TWO correct answers.

- A. a study of the history of family hair color of 100 random people
- B. a commercial website for a company that sells hair coloring products
- C. a peer-reviewed journal article about the inheritance of hair color in humans
- D. a study of the history of several different families in which parents had children with both light and dark hair"

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Current Page Number(s): Assessment Guide Answer Key, TEKS 8.13 tab

Location: TEKS Quiz, Light and Materials (TEKS 8.13) TEST, Question 17, Reteaching Support column and Rationales for Choices A- D columns

Original Text: New Content

Updated Text: "If students miss this item, they may need to review how recessive traits are passed along from parent to offspring. Give examples of some recessive traits and discuss why they may or may not appear in each new generation. A. Incorrect: a study of the history of family hair color of 100 random people will not provide useful information on the mechanism of inheritance. B. Incorrect: a commercial website for a company that sells hair coloring products is not a reliable source of information about genetics. C. Correct: a peer-reviewed journal article about the inheritance of hair color in humans will provide unbiased information about inheritance. D. Correct: a study of the history of several different families in which parents had children with both light and dark hair will provide data that can show patterns of inheritance."

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Current Page Number(s): Variation and Adaptation (TEKS 8.13.C) Quiz A, p. 3

Location: new Item 7, prompt and answer choices

Original Text: New Content

Updated Text: "In studies conducted on one of the Galápagos Islands, scientists observed the effect of natural events on the beak shape of a population of medium ground finches. These studies involved measuring the size and shape of the beaks of hundreds of finches on the island.

Medium ground finches usually eat small, soft seeds that are plentiful on the island. During a drought in 1977, plants on the island did not produce many seeds. The soft seeds were quickly eaten up. Finches that could eat larger, harder seeds instead of small, soft seeds were able to survive. Finches that could not eat the larger seeds died of starvation.

Researchers compared measurements of average beak size before and after the drought.

[TABLE, title] "Average Beak Size in Medium Ground Finches"

[Column 2 head] "1977 (before drought)"

[Column 3 head] "1978 (after drought)"

[Row 1] "beak length (mm)" "10.68" "11.07"

[Row 2] "beak depth (mm)" "9.42" "9.96"

[Row 3] "beak width (mm)" "8.68" "9.01"

Based on these data, and the theory that adaptation to environmental factors results in change in a population over time, propose a solution for confirming that the change in beak size was due to a change in the type of seeds available. Move ONE correct answer to each box.

Measure the beak sizes of the population [BLANK] a period of wet weather that causes [BLANK] small, soft seeds to be available. If the increase in beak size after the drought was due to the type of seeds available, then a [BLANK] beak size should be better adapted to the wet conditions with soft seeds, and the average beak size in the population should [BLANK].

- A. after
- B. more
- C. fewer
- D. larger

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- E. before
- F. smaller
- G. increase
- H. decrease"

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Current Page Number(s): Assessment Guide Answer Key, TEKS 8.13 tab

Location: TEKS Quiz, Variation and Adaptation (TEKS 8.13.C) Quiz, Question 7, Reteaching Support column and Rationale for Choices A-H columns

Original Text: New Content

Updated Text: "If students miss this item, they may need to review how variations in traits exist in populations and that certain traits may be selected for. A. Box 1: After is correct for the first box. Measure the beak sized after a period of wet weather. B. Box 2: More is correct for the second box. Wet weather causes more small, soft seeds to be available. C. Fewer is not used. D. Larger is not used. E. Before is not used. F. Box 3: Smaller is correct for the third box. A smaller beak size should be better adapted to the wet conditions. G. Increase is not used. H. Box 4: Decrease is correct for the fourth box. The average beak size in the population should decrease. Correct answer: Measure the beak sizes of the population [after] a period of wet weather that causes [more] small, soft seeds to be available. If the increase in beak size after the drought was due to the type of seeds available, then a [smaller] beak size should be better adapted to the wet conditions with soft seeds, and the average beak size in the population should [decrease]."

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Current Page Number(s): TEKS Lesson 8.13.C, Exploration 2, Screen 4

Location: Step 9

Original Text: New Content

Updated Text: "Gather data from each group in your class about how much of each type of food each beak type ate. On a separate sheet of paper, construct a table to record these data. Data from each group can be considered a trial that repeats an investigation. Then, find and record the AVERAGE number of food pieces eaten for each beak type in the class."

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Current Page Number(s): TEKS Lesson 8.13.C, Exploration 2, Screen 4

Location: after Step 9

Original Text: New Content

Updated Text: N/A

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Current Page Number(s): TEKS Lesson 8.13.C, Elaborate, Screen 4

Location: second paragraph

Original Text: New Content

Updated Text: "Explore the Internet or library or talk to a professional in the field to investigate population genetics as a career. Create an infographic that explains this field and highlights five skills or subdisciplines that population geneticists might use, such as mathematical modeling."

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ISBN: 9780358860921

Current Page Number(s): Grade 8 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Learning Journey" for Grade 8 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH Into Science Texas Teacher Guide Grade 8***

ISBN: 9780358841616

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

## **Publisher: Kiddom**

### **Science, Grade 8**

**Program: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print: TEKS***

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Current Page Number(s): online

Location: 8.5.17 Navigation-

"What did we figure out in the last lesson?"

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These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: 8.5.17 Navigation-  
"What did we figure out in the last lesson?"

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

Updated Text: 8.5.17 Navigation-  
"What did we figure out in the last lesson?"

These examples demonstrate the spiraling of content throughout the course. Indicator 8.1.3 should be changed from DNM to M.

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Current Page Number(s): online

Location: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

Link to Updated Content:

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Original Text: Omission: Please use the following as evidence. On the presentation slides that teachers use for planning, notes for, "How will I need to modify the unit if taught out of sequence? and How do I shorten or condense the unit if needed? How can I extend the unit if needed?" are included.

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Given this evidence of scheduling considerations and recommendations, 8.3.1 should be "met" instead of "partially met".

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Location: Re-Review. Pages 14-26 outline the horizontal alignment of DCI progressions throughout the middle school program and grade 6. Along with the horizontal alignment, the progression of complexity is stated. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive_link)

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review. Pages 14-26 outline the horizontal alignment of DCI progressions throughout the middle school program and grade 6. Along with the horizontal alignment, the progression of complexity is stated. [https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive\\_link](https://drive.google.com/file/d/1muwz33e-KBtRHfLMAAUwDHWqsUuJdE7G/view?usp=drive_link)

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Link to Current Content:

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Location: Re-review: New content added. Please include the following new content as evidence found in the 8th grade science course.

[https://docs.google.com/document/d/16oHj5\\_zodiQWM7a-tf7MjsTOFUU705Gn0pNbP67hJfQ/edit](https://docs.google.com/document/d/16oHj5_zodiQWM7a-tf7MjsTOFUU705Gn0pNbP67hJfQ/edit)

The 8th grade TEKS alignment chart by unit will be added to the course main page and the unit assessment pages for teacher and student reference. Since this evidence shows TEKS alignment and correlations within the unit lessons and assessments, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following new content as evidence found in the 8th grade science course.

[https://docs.google.com/document/d/16oHj5\\_zodiQWM7a-tf7MjsTOFUU705Gn0pNbP67hJfQ/edit](https://docs.google.com/document/d/16oHj5_zodiQWM7a-tf7MjsTOFUU705Gn0pNbP67hJfQ/edit)

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Location: Re-review: New content added. Please include the following new content as evidence found in the 8th grade science course.

-8.12.C: Addition to Unit 8.9 Ecosystem Dynamics & Biodiversity> Lesson 13: How does an ecosystem change when the plants change? > 7.5.13 Discuss and Compare Disruptions in the Oil Palm Farm > WITH YOUR CLASS > Summarize important noticings:

How does biodiversity contribute to the stability and sustainability of the tropical rainforest ecosystem and the health of

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its organisms?

-8.13.A: Addition to Unit 8.5 Genetics > Lesson 12: Do plants have genetic material? > 8.5.12 Think about What Makes Up Different Cells:

What are the functions of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles in plant cells.

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.e2681vy1xkzm](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.e2681vy1xkzm)

Since this evidence shows the previously mentioned TEKS being covered and assessed, the score should be changed from PM to M.

Link to Updated Content:

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Original Text: new content

Updated Text: Re-review: New content added. Please include the following new content as evidence found in the 8th grade science course.

-8.12.C: Addition to Unit 8.9 Ecosystem Dynamics & Biodiversity> Lesson 13: How does an ecosystem change when the plants change? > 7.5.13 Discuss and Compare Disruptions in the Oil Palm Farm > WITH YOUR CLASS > Summarize important noticings:

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What are the functions of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles in plant cells.

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.e2681vy1xkzm](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.e2681vy1xkzm)

Since this evidence shows the previously mentioned TEKS being covered and assessed, the score should be changed from PM to M.

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Location: Re-review: New content added. Please include the following as evidence added to the 8th grade science course. OSE strategies for supporting emerging multilingual learners sensemaking will be provided to teachers and added to the Course Unit Storylines and Teacher guides in the 6th grade science course. It is a resource from OSE that explains a variety of specific instructional strategies that teachers will utilize throughout the 6th grade curriculum to purpose scaffold the content for multilingual learners.

<https://www.openscienced.org/wp-content/uploads/2020/06/OpenSciEd-Strategies-for-Supporting-Emerging-Multilingual-Learners-May-2020-3.pdf>

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OSE also provides a video for teachers on Supporting emerging multilingual learners. This video will be added to Unit Storylines and Teacher Guides as a resource for teachers to accommodate multilingual learners.

<https://vimeo.com/440446393>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

Since this evidence shows guidance for linguistic accommodations, the score should be changed from PM to M.

Link to Updated Content:

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Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the 8th grade science course. OSE strategies for supporting emerging multilingual learners sensemaking will be provided to teachers and added to the Course Unit Storylines and Teacher guides in the 6th grade science course. It is a resource from OSE that explains a variety of specific instructional strategies that teachers will utilize throughout the 6th grade curriculum to purpose scaffold the content for multilingual learners.

<https://www.opensci.ed.org/wp-content/uploads/2020/06/OpenSciEd-Strategies-for-Supporting-Emerging-Multilingual-Learners-May-2020-3.pdf>

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<https://vimeo.com/440446393>

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.its599174opd](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd)

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Location: Re-review: New content added. Please include the following as evidence added to the 8th grade science course Unit Storylines and Teacher Guides Activities Section. Home communication letters found at the end of the unit overview are provided for teachers as a resource to share with caregivers for how they can help student learning. The following is a direct quote from the resource, "Helping your child make sense of their learning: There is no pre-teaching vocabulary because words often have multiple meanings, and are often easier to remember once students have some experience with it; therefore, ask your child to recall evidence or experiences to help elaborate on what their ideas and explanations are. Encourage your child to connect how their models or drawings help explain their ideas about the one-way mirror phenomenon. Ask your child how different structures or parts interact with other structures within their models. Ask your child what question(s) they are working on currently, and how the class has made progress so far. If your child sees the phenomenon or a similar phenomenon outside of school, encourage your child to record it and share with the class, or explain to you what they think is happening." Please see the following example of the Unit 8.1 Overview Materials with a home communication letter at the end.

<https://docs.google.com/document/d/14PU8uUMh3r-Wk9mS7CbY4jppcS8IfDhOr-LhJCtxH3M/edit>

Since this evidence shows information for each unit that teachers can use to communicate with caregivers, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the 8th grade science course Unit Storylines and Teacher Guides Activities Section. Home communication letters found at the end of the unit overview are provided for teachers as a resource to share with caregivers for how they can help student learning. The following is a direct quote from the resource, "Helping your child make sense of their learning: There is no pre-teaching vocabulary because words often have multiple meanings, and are often easier to remember once students have some experience with it; therefore, ask your child to recall evidence or experiences to help elaborate on what their ideas and explanations are. Encourage your child to connect how their models or drawings help explain their ideas about the one-way mirror phenomenon. Ask your child how different structures or parts interact with other structures within their models. Ask your child what question(s) they are working on currently, and how the class has made progress so far. If your child sees the phenomenon or a similar phenomenon outside of school, encourage your child to record it and share with the class, or explain to you what they think is happening." Please see the following example of the Unit 8.1 Overview Materials with a home communication letter at the end.

<https://docs.google.com/document/d/14PU8uUMh3r-Wk9mS7CbY4jppcS8IfDhOr-LhJCtxH3M/edit>

Since this evidence shows information for each unit that teachers can use to communicate with caregivers, the score should be changed from PM to M.

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Link to Current Content:

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Location: Re-review: New content added. Please include the following as evidence found in the 6th grade science course Unit storylines and Teacher Guides. A video resource is provided for teachers that guides them through communicating with parents and caregivers.

<https://vimeo.com/749436388>

Home communication letters found at the end of the unit overview materials. The letters are provided as a guide in communicating with parents and caregivers and will be sent home at the start of each unit.

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<https://docs.google.com/document/d/14PU8uUMh3r-Wk9mS7CbY4jppcS8IfDhOr-LhJCtxH3M/edit>

Since this evidence shows resources and information that guide teachers in communicating with parents and caregivers, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence found in the 6th grade science course Unit storylines and Teacher Guides. A video resource is provided for teachers that guides them through communicating with parents and caregivers.

<https://vimeo.com/749436388>

Home communication letters found at the end of the unit overview materials. The letters are provided as a guide in communicating with parents and caregivers and will be sent home at the start of each unit.

<https://docs.google.com/document/d/14PU8uUMh3r-Wk9mS7CbY4jppcS8IfDhOr-LhJCtxH3M/edit>

Since this evidence shows resources and information that guide teachers in communicating with parents and caregivers, the score should be changed from PM to M.

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ISBN: 9781960634559

Link to Current Content:

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Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciedaccount>

Parents can view a library of the simulations that will be used in each unit as well.

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<https://www.openscienced.org/phenomena-simulation-library-middle-school/>

The following is a direct quote of text included in the caregiver technology information page, " "Students will interact with multiple forms of media throughout the course. Simulations and data visualization tools will enable students to create and refine models of their ideas of key scientific phenomena. Embedded engineering practices in units focused on problem-solving and technology emphasize that there is not always one right answer. When having conversations about science, you can encourage your child's curiosity through talking about their own noticings and wonderings from the technology that they utilize in class. When supporting your students' use of technology, hold off on providing answers right away for your child; we want students to make progress on their own questions and to think of ways to make sense of what's around them."

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.9nsrlo629z8u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.9nsrlo629z8u)

Since this evidence shows materials provided to parents and caregivers to support student engagement with the technology and online aspects of the curriculum, the score should be changed from N to Y.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides activities. An activity can be assigned by teachers to share with parents and caregivers the technology that will be utilized throughout the course. The information includes a link to a video library for access to videos in each unit of the course.

<https://www.youtube.com/opensciencedaccount>

Parents can view a library of the simulations that will be used in each unit as well.

<https://www.openscienced.org/phenomena-simulation-library-middle-school/>

The following is a direct quote of text included in the caregiver technology information page, " "Students will interact with multiple forms of media throughout the course. Simulations and data visualization tools will enable students to create and refine models of their ideas of key scientific phenomena. Embedded engineering practices in units focused on problem-solving and technology emphasize that there is not always one right answer. When having conversations about science, you can encourage your child's curiosity through talking about their own noticings and wonderings from the technology that they utilize in class. When supporting your students' use of technology, hold off on providing answers right away for your child; we want students to make progress on their own questions and to think of ways to make sense of what's around them."

[https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn\\_38j8/edit#bookmark=id.9nsrlo629z8u](https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.9nsrlo629z8u)

Since this evidence shows materials provided to parents and caregivers to support student engagement with the technology and online aspects of the curriculum, the score should be changed from N to Y.

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Location: <https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:4089e3c3-d96e-11ed-b2a6-06dee69fc1b2>

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. Change the units on your scale to **ounces** and tare your scale.

3. Have one group member hold the ruler on the table behind the scale, NOT ON THE SCALE - THIS WILL AFFECT YOUR MEASUREMENTS. Get eye-level with the top of the magnet taped to the scale. Record the number from your ruler that is in line with the top of the magnet. This is your starting reference to help you figure out when the magnets are 1-6 cm apart.

Updated Text: 2. Change the units on your scale to **grams** and tare your scale.

3. Have one group member hold the ruler on the table behind the scale, NOT ON THE SCALE - THIS WILL AFFECT YOUR MEASUREMENTS. Get eye-level with the top of the magnet taped to the scale. Record the number from your ruler that is in line with the top of the magnet. This is your starting reference to help you figure out when the magnets are 1-6 cm apart.

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Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Using a scale and the clay, weigh the amounts in the carts to 200 grams.

Updated Text: Using a scale and the clay, **represent the amount of clay** in the carts to 200 grams.

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Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Place the cart with the twist tie collar near the bottom of the ramp with the electrical plate facing up the ramp. Tape the cart down about 4 inches from the bottom of the ramp

Updated Text: Place the cart with the twist tie collar near the bottom of the ramp with the electrical plate facing up the ramp. Tape the cart down about **10 centimeters** from the bottom of the ramp

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Link to Current Content:

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Press the units button on the scale.

Updated Text: Press the units button on the scale until **grams** is showing.

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ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Launch the cart without a notecard-sail attached down the track using the launcher. Reposition the fan in order to create wind conditions as follows:

1. No wind (fan off)
2. Headwind (fan in front of cart)

Tailwind (fan behind cart)

Updated Text: Launch the cart without a notecard-sail attached down the track using the launcher. Reposition the fan in order to create wind conditions as follows:

1. No wind (fan off) **both on carpet and smooth surface**
2. Headwind (fan in front of cart) **both on carpet and smooth surface**

Tailwind (fan behind cart) **both on carpet and smooth surface**

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Location: online

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Link to Updated Content:

[View Updated Content](#)

Original Text: Measure in centimeters the height of the center point of your object above the table. Record this in column B of row 1 and of row 2 of the data table on the *Deformation Results* handout.

Updated Text: Measure in centimeters **using a ruler of** the height of the center point of your object above the table. Record this in column B of row 1 and of row 2 of the data table on the *Deformation Results* handout.

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ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Draw three models and explain how each of the following are incorporated.

Updated Text: **On a piece of paper, draw** three models and explain how each of the following are incorporated.

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Link to Current Content:

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Measure in centimeters, the height of the center point of your object above the table. Record this in column B of row 1 and of row 2 of the data table on the *Deformation Results* handout.

Correct Answer

**E**

One member of the group should place a spring scale against the center point of the object and push down with 1 N force and hold it at that level. Another group member should measure in centimeters, the height of the beam with the force applied to it. Have a third member record that height in row 2, column C and calculate the deformation in column D of the data table. In column A of row 2, write the force used, in this case "1".

Updated Text: Measure in centimeters, **using a ruler**, the height of the center point of your object above the table. Record this in column B of row 1 and of row 2 of the data table on the *Deformation Results* handout.

Correct Answer

**E**

One member of the group should place a spring scale against the center point of the object and push down with 1 N force and hold it at that level. Another group member should measure in centimeters, **with a ruler**, the height of the beam with the force applied to it. Have a third member record that height in row 2, column C and calculate the deformation in column D of the data table. In column A of row 2, write the force used, in this case "1".

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Link to Current Content:

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: Add your names to the top of 2 index cards. Label one “Condition B (doubling the mass)” and the other “Condition C (doubling the speed)”.

Updated Text: Add your names to the top of 2 index cards. Label one “Condition B (doubling the mass)” and the other “Condition C (doubling the speed)”. **You will examine collision factors that cause damage and do not cause damage.**

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Link to Current Content:

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Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Identify what variables we will need to change in an investigation that answers the question:

- How much does doubling the speed affect the kinetic energy of an object and the resulting damage that it can do in a collision?
- How much does doubling the mass affect the kinetic energy of an object and the resulting damage that it can do in a collision?

## **Publisher: McGraw Hill**

### **Science, Grade 8**

#### **Program: *McGraw Hill Texas Science, Grade 8: TEKS***

**Component: *McGraw Hill Texas Science Grade 8 Student Edition***

ISBN: 9781265563462

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

**Component: McGraw Hill Texas Science Grade 8 Student Edition**

ISBN: 9781265563462

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 8 ELAR\_Math\_Correlations\_Sample

## **Publisher: Savvas Learning**

### **Science, Grade 8**

**Program: Texas Experience Science Grade 8 (Print with digital): TEKS**

**Component: Grade 8 Digital Components**

ISBN: 9781428553903

Current Page Number(s): Slide 18

Location: Edits made to meet TEKS breakout 3A xii. Slide content

Link to Updated Content:

[View Updated Content](#)

Original Text: Develop Possible Solutions Brainstorm ideas. Research materials Design and Build a Solution Choose one solution. Build a prototype or model. Communicate the Solution Share final the design.

Updated Text: Propose Possible Solutions Brainstorm ideas. Research materials. Consider existing scientific ideas, principles, and theories. Design and Build a Solution Choose one solution. Build a prototype or model that supports the solution. Communicate the Solution Share the final design.

**Component: Grade 8 Teacher Guide**

ISBN: 9781418398675

Link to Current Content:

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Current Page Number(s): 14

Location: Added objective for AP to address TRR rubric feedback. First paragraph of page

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a growing plant that gains mass over time. Throughout the Topic, students will gain knowledge that should help them explain that during chemical changes, atoms in reactants rearrange to form the atoms that are in products. Sometimes these atoms are in substances that are in a certain state, and sometimes they are in substances that are in other states.

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Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a growing plant that gains mass over time. Throughout the Topic, students will gain knowledge that should help them explain how mass is conserved in chemical reactions. In addition, they will relate how the atoms in reactants rearrange to form the atoms that are in products. Sometimes these atoms are in substances that are in a certain state, and sometimes they are in substances that are in other states.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 128

Location: Added objective for AP to address TRR rubric feedback. Made changes to Launch the Anchoring Phenomenon to address TRR Rubric. Made edits to Anchoring Phenomenon Video section for fit.

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of astronomer Robert Quimby's 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion. Texas Connection A banker from Paris, Texas, who was also an avid science reader, William Johnson McDonald (1844–1926) enjoyed viewing planets from his own small telescope. By the end of his life, he saw fit to provide Texans with a legacy that would provide far more powerful telescopes. Located northwest of Fort Davis, Texas, the McDonald Observatory is a complex of five telescope domes sitting atop Mount Locke and Mount Fowlkes, an ideal area due to its high ratio of clear nights and lack of light pollution. The McDonald Observatory is home to the world's second largest telescope, the Hobby-Eberly Telescope, built in 1970, and it also produces the popular radio show StarDate. Anchoring Phenomenon Video Have students watch the video about astronomer Robert Quimby's discovery of a supernova. Do not explain to students what is happening in the video.

- Ask students to use an outline format to record and organize their observations.
- Have students include in their outline any personal experiences or prior knowledge they have about the phenomenon.
- In a brief class discussion, invite students to share their personal experiences or prior knowledge with the class.
- Prompt students to consider how this phenomenon connects to the engineering design practices. Ask How might Robert Quimby have used information from his discovery? (He could have used information from his discovery to explain the life cycle of stars and how galaxies form.) Throughout the Topic, encourage students to revisit and add to their outlines.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of astronomer Robert Quimby's 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will gain knowledge that should help them describe the life cycle of stars, categorize galaxies, and analyze evidence used to describe the origin of the universe. In addition, they will also explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion. Texas Connection A banker from Paris, Texas, William Johnson McDonald (1844–1926) enjoyed viewing planets from his own small telescope. By the end of his life, he saw fit to provide Texans with a legacy that would provide far more powerful telescopes. Located northwest of Fort Davis, Texas, the McDonald Observatory sits atop Mount Locke and Mount Fowlkes, an ideal area due to its high ratio of clear nights and lack of light pollution. The McDonald Observatory is home to the world's second largest telescope, the Hobby-Eberly Telescope, built in 1970, and it also produces the popular radio show StarDate. Anchoring Phenomenon Video Have students watch the video about astronomer Robert Quimby's discovery of a supernova. Do not explain to students what is happening in the video.

- Ask students to use an outline format to record their observations.
- Have students include in their outline any personal experiences or prior knowledge they have about the phenomenon.
- In a brief class discussion, invite students to share their personal experiences or prior knowledge with the class.
- Prompt students to consider how this phenomenon connects to the engineering design practices. Ask How might Robert Quimby have used information from his discovery? (He could have used information from his discovery to explain the life cycle of stars and how galaxies form.) Throughout the Topic, encourage students to revisit and add to their outlines.

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Current Page Number(s): 214

Location: Added objective for AP to address TRR rubric feedback. First paragraph of page

Original Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them use scientific evidence to describe how natural events and human activities influence climate. Students will relate how both natural events and human activities can affect how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

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Link to Current Content:

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Current Page Number(s): 270

Location: Added objective for AP to address TRR rubric feedback. First paragraph of page

Original Text: Launch the Anchoring Phenomenon Students watch a video that shows the phenomenon of wildfires impacting ecosystems. As students complete Topic activities, they will see how disruptions like wildfires can cause extreme damage to ecosystems. Students eventually conclude that even ecosystems that are extremely damaged recover via secondary succession if soil and organisms remain. Students will gain knowledge that will help them to explain how natural disasters impact ecosystems.

Updated Text: Launch the Anchoring Phenomenon Students watch a video that shows the phenomenon of wildfires impacting ecosystems. As students complete Topic activities, they will see how disruptions like wildfires can impact the transfer of energy in food webs which in turn causes damage to ecosystems. Students eventually conclude that even ecosystems that are damaged recover via secondary succession if soil and organisms remain. Students will discover how succession will affect both populations and species diversity after the wildfire (which could be caused by either a natural event or a human event). Students will gain knowledge that will help them to explain how natural disasters impact ecosystems.

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Link to Current Content:

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Current Page Number(s): 161

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

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Original Text: No Original Text

Updated Text: Spiraling Content To review and practice the content your students have learned so far, go on Realize to the Topic 4 Spiraling Content Activity.

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Link to Current Content:

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Current Page Number(s): 237

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Original Text: No Original Text

Updated Text: Spiraling Content To review and practice the content your students have learned so far, go on Realize to the Topic 6 Spiraling Content Activity.

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ISBN: 9781418398675

Link to Current Content:

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Current Page Number(s): 303

Location: Added reference to new Spiraling Content Activity to address TRR rubric feedback. Added a last paragraph

Original Text: No Original Text

Updated Text: Spiraling Content To review and practice the content your students have learned so far, go on Realize to the Topic 8 Spiraling Content Activity.

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Link to Current Content:

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Current Page Number(s): 124

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: Preview the Topic In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory. PREVIEW ANCHORING PHENOMENON Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe. Topic Readiness Test Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test. Teacher Background To teach the content of this Topic, you should be familiar with the following concepts:

- Stars are giant balls of primarily hot hydrogen and helium gas. Astronomers classify stars using the Hertzsprung-Russell diagram. Stars have predictable life cycles, the stages of which are determined by their mass.
- A galaxy is a huge group of stars, dust, gas, planets, and other objects held together by gravity. Our solar system occurs in the Milky Way, a barred spiral galaxy with two main arms and

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several smaller arms. About 26,000 light-years from the Milky Way's center, our solar system is along the edge of the Orion Arm. • The universe consists of all of space and everything in it. Evidence for the Big Bang theory and the fact that the universe has been expanding since its formation comes from a phenomenon known as redshift and cosmic microwave background (CMB) radiation. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Stars are present only at nighttime. Students may not realize that stars are always in the sky, even during the day. • All galaxies are the same size and shape. Some students may have difficulty understanding that galaxies vary in shape and size. • Our galaxy and the universe both formed during the Big Bang. Some students may not realize that the oldest galaxies formed after the Big Bang.

Updated Text: Preview the Topic In this topic students will describe the life cycle of stars, categorize galaxies, and analyze evidence used to describe the origin of the universe. In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory. Students learned about electromagnetic waves in Topic 3. In this topic they will build on that knowledge as they explore concepts related to light and the universe. PREVIEW ANCHORING PHENOMENON Students consider the 2005 captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use data about an exploding star to learn about the universe. Topic Readiness Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach the content of this Topic, you should be familiar with the following concepts: • Stars are giant balls of primarily hot hydrogen and helium gas. Astronomers classify stars using the Hertzsprung-Russell diagram. Stars have predictable life cycles, the stages of which are determined by their mass. • A galaxy is a huge group of stars, dust, gas, planets, and other objects held together by gravity. Our solar system is found in the Milky Way along the edge of the Orion Arm. • Evidence for the Big Bang theory and the fact that the universe has been expanding since its formation comes from a phenomenon known as redshift and cosmic microwave background (CMB) radiation. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Stars are present only at nighttime. Students may not realize that stars are always in the sky, even during the day. • Our galaxy and the universe both formed during the Big Bang. Some students may not realize that the oldest galaxies formed after the Big Bang.

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Current Page Number(s): 210

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: Preview the Topic In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate. PREVIEW ANCHORING PHENOMENON Students consider the increasing size of Glacier Lagoon, which formed over 50 years ago when a glacier started receding from the Atlantic Ocean. Students will consider the processes that are causing the ice to melt more quickly. Topic Readiness Test Students answer questions to show what they know about natural and human influences on climate by completing a printed or online Topic Readiness Test. Teacher Background To teach this Topic,

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you should be familiar with the following concepts: • Greenhouse gases include carbon dioxide (CO<sub>2</sub>), water vapor (H<sub>2</sub>O), and methane (CH<sub>4</sub>). They trap some of Earth's heat in a natural process known as the greenhouse effect. • The carbon cycle is the natural cycle by which carbon moves among Earth's geosphere, hydrosphere, atmosphere, and biosphere. • Natural events, including volcanic eruptions, meteor impacts, and abrupt changes in ocean currents, influence global climate. • Human activities influence global climate by increasing the amount of carbon dioxide and other greenhouse gases in the atmosphere. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Water vapor is not a greenhouse gas. Some students may think of water vapor as a natural part of air and therefore not a greenhouse gas. Natural events release water and other greenhouse gases into the atmosphere. Water vapor, like carbon dioxide, traps heat in Earth's atmosphere, making it a greenhouse gas. • All human activity increases atmospheric carbon dioxide levels. Some students may believe that all industrial human activity has a negative influence on the atmosphere and climate. Some carbon dioxide gets cycled back to Earth through the natural processes of the carbon cycle. Earth can assimilate some, but not enough, of the current emissions of carbon dioxide resulting from human activity to prevent an increase in the greenhouse effect.

Updated Text: Preview the Topic In this topic, students will use scientific evidence to describe how natural events and human activities affect climate. In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate. Students learned in Topic 5 about how the sun, atmosphere, and hydrosphere influence climate. They will build on that knowledge in this topic as they learn about other factors that influence climate. PREVIEW ANCHORING PHENOMENON Students consider the increasing size of Glacier Lagoon, which formed over 50 years ago when a glacier started receding from the Atlantic Ocean. Students will consider the processes that are causing the ice to melt more quickly. Topic Readiness Students answer questions to show what they know about natural and human influences on climate by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach this Topic, you should be familiar with the following concepts: • Greenhouse gases include carbon dioxide (CO<sub>2</sub>), water vapor (H<sub>2</sub>O), and methane (CH<sub>4</sub>). They trap some of Earth's heat in a natural process known as the greenhouse effect. • The carbon cycle is the natural cycle by which carbon moves among Earth's geosphere, hydrosphere, atmosphere, and biosphere. • Human activities influence global climate by increasing the amount of carbon dioxide and other greenhouse gases in the atmosphere. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use. • Water vapor is not a greenhouse gas. Water vapor traps heat in Earth's atmosphere, making it a greenhouse gas. • All human activity increases atmospheric carbon dioxide levels. Some carbon dioxide gets cycled back to Earth through the natural processes of the carbon cycle.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 266

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: Preview the Topic In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem and the health of its organisms. PREVIEW

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**ANCHORING PHENOMENON** Students consider how disruptions like wildfires can interrupt the transfer of energy in food webs. Students will consider ways food webs can recover after a major wildfire like that in Bastrop State Park. Topic Readiness Test Students answer questions to show what they already know about ecosystem disruptions by completing a printed or online Topic Readiness Test. Teacher Background To teach the content of this Topic, you should be familiar with the following concepts: • An ecosystem is the biosphere unit in which living things (biotic factors) that live in one area interact with the nonliving things (abiotic factors). • A food web is made of interconnected food chains. Energy transfer is how energy moves along a food chain. When populations change, the pattern of energy transfer in food webs changes. • Ecological succession is the process in which biodiversity increases in an ecosystem. Primary succession can occur in an area in which no organisms or soil exist. Secondary succession requires soil and some organisms. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These videos include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed first in bold type. The subsequent text explains the misconceptions. These misconceptions will be addressed at point of use. • Some organisms are not important. Even “pests” are important to an ecosystem. Every organism is part of a food web connected to other food webs. Every population change impacts the transfer of energy within food webs. • Disruptions cause permanent ecosystem damage. Food webs are always being disrupted, but they often recover to some extent. Primary or secondary succession enables recovery. • Extinctions are not a problem. Though extinctions have always happened, the current historically high rate of extinctions is damaging the stability and sustainability of many food webs.

Updated Text: Preview the Topic In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem. In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem. Students learned about how variations in populations can impact their ability to survive in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations. **PREVIEW ANCHORING PHENOMENON** Students consider how disruptions like wildfires can interrupt the transfer of energy in food webs. Students will consider ways food webs can recover after a major wildfire like that in Bastrop State Park. Topic Readiness Students answer questions to show what they already know about ecosystem disruptions by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background To teach the content of this Topic, you should be familiar with these concepts: • An ecosystem is the biosphere unit in which living things (biotic factors) that live in one area interact with the nonliving things (abiotic factors). • A food web is made of interconnected food chains. Energy transfer is how energy moves along a food chain. When populations change, the pattern of energy transfer in food webs changes. • Primary succession can occur in an area in which no organisms or soil exist. Secondary succession requires soil and some organisms. Teacher Prep Videos Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These videos include a preview of the Experience as well as classroom management strategies to make every Science Experience a success! Common Misconceptions Common misconceptions are listed first in bold type and then explained. These misconceptions will be addressed at point of use. • Some organisms are not important. Even “pests” are important to ecosystems. Every population change impacts the transfer of energy within food webs. • Disruptions cause permanent ecosystem damage. Food webs are always being disrupted, but primary or secondary succession enables recovery.

**Component:** *Grade 8 Digital Components*

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Topic 4 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 Spiraling Content Activity Teacher Version (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 Look Back Presentation (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 Look Back Presentation (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)



[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 Look Back Presentation (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 1 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

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Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 5 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 6 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 7 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Topic 8 School to Home Letter (see link for contents)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations, Grades 6-8

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: Edited Grade-Level School to Home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

[View Updated Content](#)

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 8, your student will be introduced to topics in Physical, Earth, and Life science. Students will learn about chemical reactions, acceleration, and the electromagnetic spectrum. They will explore the life cycle of stars, the characteristics of galaxies, and theories about the origin of the universe. They will also learn about weather and climate, including the factors that influence climate. Finally, students will learn about cell structures, how adaptations can lead to survival of populations, and how changes to ecosystems can affect populations. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, \_\_\_\_\_  
Science Teacher

Updated Text: Dear Students and Caregivers, In Grade 8, students will be introduced to topics in Physical, Earth, and Life science. Students will learn about chemical reactions, acceleration, and the electromagnetic spectrum. They will explore the life cycle of stars, the characteristics of galaxies, and theories about the origin of the universe. They will also learn about weather and climate, including the factors that influence climate. Finally, students will learn about cell structures, how adaptations can lead to survival of populations, and how changes to ecosystems can affect populations. This program uses phenomena, events that students might observe in the world around them, to inspire interest in science and guide inquiry. The design of the instructional materials follows the research-based 5E model. This model has 5 phases: Engage, Explore, Explain, Elaborate, and Evaluate. Following this model, activities are sequenced to support deeper understanding. Caregivers, below are suggestions for you to help your students gain proficiency in science and succeed in this course: Look through recently completed content and be sure to ask lots of questions. Encourage students to explain what they have learned in their own words or in their first language. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student do research online. With your help and these strategies, your student can have a fun and successful experience this year! Cordially, \_\_\_\_\_  
Science Teacher

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 238

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Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will use models to identify the function of organelles and genes. Students will also investigate the relationship between the variation of traits and the likelihood of survival and reproductive success of a species over generations. In Experience 1, students are introduced to the basic functions of cell structures in animal and plant cells and how their functions support the health of an organism. They will discover the function of genes. In Experience 2, they become familiar with how variations of traits lead to adaptations that influence the likelihood of survival and reproductive success of a species over generations.

Students learned about forms of reproduction (7.13C) and how natural and artificial selection can affect populations over generations (7.13D) in grade 7. They will build on that knowledge in this topic as they discover the function of genes and how inheritance of certain traits influences the survival of a species.

#### PREVIEW ANCHORING PHENOMENON

Students write a claim about how a chuckwalla might be well-suited to live in rocky areas found in desert regions of the southwestern United States and northern Mexico. Students use evidence and reasoning to determine which traits and adaptations are important for the lizard's survival.

#### Topic Readiness Test

Students answer questions to show what they already know about variations and an organism's survival by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

#### Teacher Background

To teach this content, you should be familiar with the following concepts:

- Cells are the basic unit of structure and function in all organisms. Cells contain organelles which are cellular structures with their own functions that support the health of the organism. Genes are small segments of chromosomes that determine traits. Genetic information is passed from parent to offspring.
- Variation is a difference in a trait among the members of a species in a population that depends on genetic and environmental factors. An adaptation is a trait or behavior that helps an organism survive and reproduce. Adaptations can be structural, behavioral, or physiological.

#### **Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 242

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: New Content

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of a chuckwalla lizard with traits that allow it to survive in a desert environment. Throughout the Topic, students will use models to describe the function of genes and how they determine inherited traits of offspring. Students will investigate the relationship between the variation of traits within a

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population and adaptations that influence the likelihood of survival and reproductive success of a species, such as chuckwalla lizards, over generations.

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Grade 8 Digital Components***

ISBN: 9781428553903

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 58

Location: New content to address TRR response, current content does not exist. Entire Page

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will analyze the relationship between acceleration, net force, and the mass of an object using Newton's second law of motion. Students will also investigate real-world examples of Newton's laws acting within systems. In Experience 1, students are introduced to acceleration as the change in velocity over the change in time. They also learn that acceleration is proportional to the applied force and inversely proportional to the mass of the object. In Experience 2, they discover Newton's laws of motion and describe how Newton's three laws act simultaneously within systems.

Students learned about Newton's third law of motion in Grade 6 (6.7C). They also analyzed forces using Newton's first law of motion in Grade 7 (7.7D). They will build on that knowledge in this topic as they explore how all three of Newton's Laws act within systems.

**PREVIEW ANCHORING PHENOMENON**

Students consider the application of acceleration and Newton's laws to safety restraints in a car. They investigate how these restraints keep people safe during a crash.

**Topic Readiness Test**

Students answer questions to show what they already know about force, motion, and acceleration by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts.

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You could also use the Look Back Presentation to remind students of content they learned in prior grades.

## Teacher Background

You should be familiar with the following concepts:

- Acceleration is change in speed over time. Acceleration is expressed as distance/time<sup>2</sup>. It is a vector quantity, having both magnitude and direction.
- Newton's first law of motion relates the motion of an object to any force that acts on it. It is sometimes referred to as the Law of Inertia.
- Newton's second law relates force on an object and the object's mass and acceleration. It can be expressed as  $F = ma$ .
- Newton's third law states that for every action force, there is an equal and opposite reaction force.

## Teacher Prep Videos

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

## Common Misconceptions

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.

- **Acceleration is when an object moves faster.** Acceleration is a change in speed over time. The change can be positive or negative.
- **A motionless object has no forces acting on it.** Newton's first law emphasizes that motion changes when an object is acted on by an external force. An object that is not moving has forces acting on it, but the forces are balanced. A ball sitting still on a table has gravity pulling down on it and the table pushing up on it. These forces are equal, therefore, the ball does not move.

### **Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 69

Location: New content to address TRR response, current content does not exist. Bottom of Page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Transcript, please! Students who struggle with organization may benefit from having a transcript of the Key Ideas Video instead of taking their own notes. To make it more interactive, have blanks in the transcript for the students to fill in while watching the video.

### **Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 146

Location: New content to address TRR response, current content does not exist. Bottom of Page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Smaller Pieces Students with language impairments may benefit from having their Read About It assignment modified, such as by being assigned less reading, by spreading the reading out over a longer period of time, or by having fewer questions to answer.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 171

Location: New content to address TRR response, current content does not exist. Middle of page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Fewer Distractions Students who struggle working in a group may benefit from having a separate space, away from the other groups, to reduce distractions and competing noise while doing this Hands-On Lab.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 220

Location: New content to address TRR response, current content does not exist. Differentiated Instruction

Original Text: New Content

Updated Text: CHALLENGE Have students who could use a challenge, conduct research to identify places and climates recently impacted by a volcanic eruption. Have students prepare a brief oral report that describes the impact they researched and share their findings with the class.

**Component: *Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 230

Location: New content to address TRR response, current content does not exist. Bottom of page

Original Text: New Content

Updated Text: SPECIAL NEEDS Creating Graphs

Students who need tactile experiences may benefit from re-creating the World Population line graph and Change in Global Forest Cover by Decade bar graph with tactile objects, such as strips of paper or string, before analyzing and interpreting the data.

## **Publisher: Summit K12 Holdings**

### **Science, Grade 8**

**Program: *Dynamic Science 8th Grade: TEKS***

**Component: *Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

**Component: *Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

**Component: *Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

**Component: *Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

**Component: *Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction



# Publisher: TPS Publishing

## Science, Grade 8

### Program: *STEAM into Science - Grade 8 Edition: TEKS*

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 8 -

[https://docs.google.com/spreadsheets/d/15Gs8PbAYDg\\_05N5mO4w7r5cYoUD\\_hJU3/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/15Gs8PbAYDg_05N5mO4w7r5cYoUD_hJU3/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 8 - <https://docs.google.com/spreadsheets/d/1esiQrKIOvq-xuBnp-ECdw2J5e-yAFFlk/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 8 -

[https://drive.google.com/file/d/1kqNLnJjONjUzL9fWDuGA6hgfMeY\\_1H6N/view?usp=sharing](https://drive.google.com/file/d/1kqNLnJjONjUzL9fWDuGA6hgfMeY_1H6N/view?usp=sharing)

#### Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:

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Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

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Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 8 -

[https://docs.google.com/spreadsheets/d/15YBjvpXrZBBMpt\\_bpIndEpBMSVUChiic/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/15YBjvpXrZBBMpt_bpIndEpBMSVUChiic/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

## Publisher: Houghton Mifflin Harcourt

### Science, (Spanish) Grade K

**Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade K: TEKS***

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1–K.5 Banco de destrezas y temas, p. 39

Location: Item 61 Answer choices A and B

Original Text: New Content

Updated Text: A. The black ball is bigger.

B. The white ball is bigger.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1–K.5 Banco de destrezas y temas, p. 25

Location: Item 37 prompt

Original Text: New Content

Updated Text: "¿Qué objeto puede usarse para poner a prueba un prototipo para clasificar rocas?"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen breve: Imanes (TEKS K.7.A), p. 1

Location: Item 1 prompt and answer choices A - C

Original Text: New Content

Updated Text: "¿Qué opción muestra cómo un imán interactúa con los clavos y los clips? A. Un imán atrae a los clavos y los clips hacia él B. Un imán repele a los clavos y los clips C. Un imán atrae y repele a los clavos y los clips"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: La luz (TEKS K.8), p. 3

Location: Item 5, prompt

Original Text: New Content

Updated Text: "Cal ilumina un libro con una linterna en su habitación. Cal describe lo que sucede a Dao. Dao escucha para identificar evidencias sobre la luz. ¿Qué evidencias son importantes para comprender la luz? Encierra en un círculo las letras de DOS respuestas correctas. A. Se puede ver el libro B. El libro ilumina la lámpara C. No se puede ver nada en la habitación D. La linterna ilumina el libro"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Current Page Number(s): Prueba: Objetos y patrones en el cielo (TEKS K.9) , p. 1

Location: Prueba: Objetos y patrones en el cielo (TEKS K.9), Item 1, image, prompt

Original Text: New Content

Updated Text: "Piensa en lo que sabes sobre el cielo de día y el cielo de noche. Predice lo que podrías observar en el cielo de día y el cielo de noche la semana próxima.

Mueve UNA respuesta correcta hasta cada recuadro.

[Box with Day], [Box with Night]

A. [Image of sun in day sky]

B. [Image of stars at night]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: Objetos y patrones en el cielo (TEKS K.9)

Location: New item 6 after existing item 5, prompt and answer choices A-C

Original Text: New Content

Updated Text: "Trey quiere describir el Sol. ¿Qué palabras debe usar? A. La estrella más cercana a la Tierra B. La estrella que está más lejos de la Tierra C. Una gran bola de roca que gira alrededor de la Tierra"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: Objetos y patrones en el cielo (TEKS K.9)

Proclamation 2024: Report of New Content (10/24/2023)

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Location: New item 7 after new item 6, prompt and answer choices A-C

Original Text: New Content

Updated Text: "El maestro de Winnie le pidió que describiera la Luna. ¿Qué oración debe usar Winnie? A. La Luna es la estrella más cercana a la Tierra B. La Luna es un objeto que emite luz propia C. La Luna es una gran bola de roca que gira alrededor de la Tierra"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: Objetos y patrones en el cielo (TEKS K.9)

Location: New item 8 after new item 7, prompt and answer choices A-D

Original Text: New Content

Updated Text: "El maestro de Lu le pidió que dibujara la Luna. ¿Qué dibujo hizo Lu? A. [image of moon] B. [image of sun] C. [image of stars] D. [image of rainbow]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: Objetos y patrones en el cielo (TEKS K.9)

Location: New item 9 after new item 8, prompt and answer choices A-C

Original Text: New Content

Updated Text: "¿Qué objetos podrías dibujar si hicieras dibujos de objetos del cielo? Elige DOS respuestas correctas. A. Sol B. Tren C. Estrellas"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: Objetos del cielo (TEKS K.9.B), p. 3

Location: Item 5, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Describe las estrellas a tu compañero. Elige TODAS las oraciones que podrías usar. A. El Sol es una estrella B. Las estrellas son objetos que emiten luz propia C. Las estrellas son grandes bolas de roca que giran alrededor de la Tierra"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1444 of 2091

Current Page Number(s): Examen Breve: Objetos del cielo (TEKS K.9.B), p. 4

Location: New Item 6 after existing item 5, prompt and answer choice A-C

Original Text: New Content

Updated Text: "Julio quiere hacer una tarjeta con el Sol. ¿Qué opción muestra el dibujo que hizo Julio? A. [image of cloud] B. [Image of stars] C. [Image of sun]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: Objetos del cielo (TEKS K.9.B), p. 4

Location: New Item 7 after new item 6, prompt and answer choice A-D

Original Text: New Content

Updated Text: "Piensa en cómo dibujarías las estrellas. ¿Qué imagen muestra mejor el dibujo que harías? A. [image of moon] B. [image of sun] C. [image of stars] D. [image of rainbow]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: Objetos del cielo (TEKS K.9.B), p. 3

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Observa la nube. Observa las estrellas. Observa el Sol. Dibuja un cielo de día y un cielo de noche, emparejando cada imagen con el cielo que le corresponde. Escribe la letra de UNA respuesta en cada recuadro. Cada respuesta puede usarse más de una vez. A. [image of cloud] B. [image of stars] C. [image of sun]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen breve: Patrones en el cielo (TEKS K.9.A), p. 1

Location: Item 2, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Predice y usa las características y patrones que se observan durante el día. Piensa en cómo el Sol parece moverse a través del cielo. Mueve cada una de las imágenes al recuadro correcto. [Table: Morning, Noon, Afternoon] A. [image of afternoon] B. [image of morning] C. [image of noon]"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Examen breve: Patrones en el cielo (TEKS K.9.A), p. 4

Location: NEW item 6 to follow existing item 5. prompt, answer choices A-D with art

Original Text: New Content

Updated Text: "Predice y usa las características y patrones que se observan durante la noche. Piensa en cómo la Luna parece cambiar a lo largo del tiempo en el cielo de noche. Mueve cada una de las imágenes al recuadro correcto. [Table: New moon, First-quarter moon, Full moon, Third-quarter moon] A. [image of full moon] B. [image of new moon] C. [image of Third-quarter moon] D. [image of First-quarter moon]"

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***

ISBN: 9.78036E+12

Current Page Number(s): Patrones en el cielo (TEKS K.9.A), Día 4, New screen 2

Location: Top of screen, video gallery

Original Text: New Content

Updated Text: "¿Cuáles son las diferencias entre el día y la noche? Mira los videos para saber más." [2 videos, one for characteristics of day and one for characteristics of night.]

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Patrones en el cielo (TEKS K.9.A), Día 4, New screen 3

Location: Drag and drop activity

Original Text: New Content

Updated Text: "Identifica cosas que observes durante el día. Identifica cosas que observes durante la noche." "Día" "Noche"  
[Students drag and drop the correct picture into the correct category.]

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Prueba: Materiales y sistemas terrestres (TEKS K.10), p. 5

Location: New item 8 after existing item 7

Original Text: New Content

Updated Text: "Necesitas desarrollar un modelo para el proceso de clasificar rocas en una caja. ¿Cuál es el primer paso para desarrollar tu modelo? A. Ir al aire libre y recoger muchas más rocas B. Decidir distintas maneras en las que se pueden clasificar las rocas C. Lavar las rocas y hallar una nueva caja para guardarlas"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Prueba: Materiales y sistemas terrestres (TEKS K.10), p. 1

Location: Item 2, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Observa los cambios que ocurren en el estado del tiempo día a día y que se muestran en estas imágenes. Describe el estado del tiempo en cada día. Mueve UNA respuesta a cada recuadro. Día 1 [image of rain] Día 2 [image of sun] Día 3 [image of wind] A. Soleado B. Lluvioso C. Ventoso"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: Rocas (TEKS K.10.A), p. 3

Location: Item 6, prompt and answer choices A, B, C, D

Original Text: New Content

Updated Text: "Observa las rocas. [art] ¿Qué palabra describe su forma? A. Grandes B. Redondas C. Blancas D. Ásperas"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: Rocas (TEKS K.10.A), p. 4

Location: New item 7 to follow existing item 6, prompt, art, and Answer choice A-D

Original Text: New Content

Updated Text: "Observa las rocas. [art] ¿Qué palabra describe su color? A. Dentadas B. Oscuras C. Blancas D. Duras"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: El uso de los recursos (TEKS K.11.A), p. 3

Location: Item 5 prompt

Original Text: New Content

Updated Text: "Piensa en ejemplos de usos de las rocas y del agua. Escribe la letra de cada uso en el recuadro correcto."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9.78036E+12

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Examen Breve: El uso de los recursos (TEKS K.11.A), p. 2

Location: Item 4 prompt

Original Text: New Content

Updated Text: "María tiene un camión lleno de suelo. Piensa en los usos del suelo. Elige DOS respuestas correctas."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9780358881636

Current Page Number(s): Grade K Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade K describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***

ISBN: 9780358841715

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 3

Location: Item 3, prompt, sentence 1

Original Text: New Content

Updated Text: "Estas pelotas pueden clasificarse según sus propiedades físicas."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 2

Location: Item 2, prompt



Original Text: New Content

Updated Text: "Los objetos están clasificados según su forma.

Identifica la forma que se usa para clasificar los dos objetos. Indica a qué grupo pertenece cada objeto según su forma."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 3

Location: Item 4, prompt, sentence 1

Original Text: New Content

Updated Text: "Los objetos pueden clasificarse según sus propiedades físicas."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La fuerza y el movimiento (TEKS K.7) Prueba, p. 3

Location: Item 4, prompt, sentences 4–5, and table

Original Text: New Content

Updated Text: "Es posible usar algunas de las letras más de una vez o no usarlas."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

## **Publisher: McGraw Hill**

### **Science, (Spanish) Grade K**

**Program:** *McGraw Hill Ciencias para Texas Kindergarten: TEKS*

**Component:** *McGraw Hill Ciencias para Texas, Grado K Teacher Edition*

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Proclamation 2024: Report of New Content (10/24/2023)

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition**

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: GK Pacing Guide

## **Publisher: Savvas Learning**

### **Science, (Spanish) Grade K**

**Program: Texas Experimenta las Ciencias Grade K (Print with digital): TEKS**

**Component: Actividad de la lectura del tema**

ISBN: 9781428553828

Current Page Number(s): [blind]

Location: Actividad de la lectura del tema: Describe la Luna y las estrellas

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

[title] Describe la Luna y las estrellas

Haz un dibujo de la Luna y las estrellas.

Rotula tu dibujo.

Describe la Luna y las estrellas.

Proclamation 2024: Report of New Content (10/24/2023)

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Instrucciones: Responder a las fuentes Después de leer la lectura del tema El cielo, los estudiantes deben hacer un dibujo y rotularlo para mostrar lo que han aprendido sobre la Luna y las estrellas. Pida a los estudiantes que describan la Luna y las estrellas a un compañero.

**Component: *Actividad de la lectura del tema***

ISBN: 9781428553828

Current Page Number(s): [blind]

Location: Actividad de la lectura del tema: Describe el Sol

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

[title] Describe el Sol

Haz un dibujo del Sol.

Rotula tu dibujo.

Describe el Sol.

Instrucciones: Responder a las fuentes Después de leer la lectura del tema La luz solar, los estudiantes deben hacer un dibujo y rotularlo para mostrar lo que han aprendido sobre el Sol. Pida a los estudiantes que describan el Sol a un compañero.

**Component: *Actividad de la vista preliminar a PCI y a los conceptos***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): [blind]

Location: Actividad: ¿Cómo puedes cuidar una planta?

Link to Updated Content:

[View Updated Content](#)

Original Text: 4. Diseña una solución Escucha a tu compañero. Hagan un plan. Digan cómo pueden ayudar a la planta a crecer y ser saludable. 5. Comunícate Comparte tus ideas con la clase. Instrucciones: Pida a los estudiantes que trabajen en parejas para completar las actividades. Indíqueles que conversen entre ellos a medida que completan cada punto.

Updated Text: Add new items 2-4, update instructions; original item numbers 4 and 5 are renumbered to 7 and 8

2. Cuenten las hojas de las plantas. 3. Digan cuántas hojas tiene cada planta. 4. Encierren en un círculo la planta que tenga más hojas. 7. Diseña una solución Conversa con un compañero y escucha su opinión. Definan el problema que hay entre las dos plantas. Explica cómo puedes ayudar a que la planta crezca y esté sana. Problema: Solución: 8. Comunícate Con tu compañero, comenten la solución con otro grupo. Usen palabras y dibujos para mostrar su solución. Instrucciones: Pida a los estudiantes que trabajen en parejas para completar las actividades. Ayúdelos a comunicar las soluciones de forma colaborativa al ir completando cada paso. Pídales que compartan sus dibujos con otro grupo y, luego, pídale que cuelguen sus dibujos en la clase para que otros estudiantes los miren. Si hay tiempo, comente con la clase sobre las diferencias o semejanzas entre las diferentes soluciones. Pídales que comenten entre ellos las propiedades de las plantas y las comparen.

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**Component: *Prácticas de ciencias e ingeniería y temas recurrentes***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): [blind]

Location: Actividad: Diseñar una rampa, p. 3, Item 6

Link to Updated Content:

[View Updated Content](#)

Original Text: 6. Mejora Escribe una manera de mejorarlo.

Updated Text: 6. Comunícate Comenta tu solución con una persona en tu escuela y una persona en tu casa.

**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 6

Location: Actividad de la la estación de trabajo práctico, ¿Qué objetos van juntos?

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

3. Cuantificar Cuenta cuántos objetos hay en cada grupo.

4. Comparar Compara cuántos objetos hay en cada grupo.

**Component: *Actividad STEAM***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): [blind]

Location: Actividad: Diseñar una herramienta para recoger objetos

Link to Updated Content:

[View Updated Content](#)

Original Text: [title] Diseñar una herramienta para recoger objetos [image] Este río está lleno de basura. Una parte de la basura está hecha de metal. Construye una herramienta para recoger los objetos de metal.

**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): p. 22

Location: Actividad de la estación de trabajo práctico: ¿Cómo puedes bloquear la luz?

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 23

Location: Actividad de ideas clave: La luz y las sombras

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Explica Explica qué creó la sombra.

Pídales que expliquen a un compañero cómo se crea la sombra del objeto.

**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 29

Location: Actividad de la estación de lectura: ¿Qué tiempo hace?

Link to Updated Content:

[View Updated Content](#)

**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 34

Location: Actividad de la estación de trabajo práctico: ¿Cómo cambia el tiempo a lo largo de las estaciones?

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Cuaderno de actividades del estudiante***

ISBN: 9781323223413

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 38

Location: Actividad de la estación de trabajo práctico: ¿Cómo se pueden describir y clasificar estas rocas?

Link to Updated Content:

[View Updated Content](#)

Original Text: 3. Comenta Explica cómo clasificaste las rocas.

**Component: *Presentación de ideas clave***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 10

Location: Las sombras, Diapositivas y Apoyo para el maestro

Link to Updated Content:

[View Updated Content](#)

**Component: *Presentación de ideas clave***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 11

Location: Las sombras, diapositivas y Apoyo para el maestro

Link to Updated Content:

[View Updated Content](#)

**Component: *Presentación de ideas clave***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 12

Location: El estado del tiempo, diapositiva

Link to Updated Content:

[View Updated Content](#)

Original Text: ¿Cómo cambia el estado del tiempo?

Updated Text: Describe cómo cambia el estado del tiempo de un día a otro.

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Presentación de ideas clave***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 13

Location: El estado del tiempo, diapositiva

Link to Updated Content:

[View Updated Content](#)

Original Text: ¿Cómo cambia el estado del tiempo? continuación

Updated Text: Describe cómo cambia el estado del tiempo de un día al otro. Continuación

**Component: *Presentación de la vista preliminar a PCI y a los conceptos***

ISBN: 9781428553828

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 7

Location: Diseñar soluciones, diapositiva

Original Text: Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas.

Updated Text: This is shared content. Add "3B" to TEKS list in top banner. Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas. Comunican las soluciones de varias maneras, tales como modelos, presentaciones y dibujos. ¿De qué manera está este ingeniero comunicando la solución en la que está trabajando?

**Component: *Presentación de la vista preliminar a PCI y a los conceptos***

ISBN: 9781428553828

Link to Current Content:

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Current Page Number(s): Slide 27

Location: Los científicos y los ingenieros nos ayudan, diapositiva

Original Text: Los científicos y los ingenieros resuelven problemas para ayudar a los demás.

Updated Text: This is shared content. Add "3B" to TEKS text in top banner. Los científicos y los ingenieros trabajan juntos para resolver problemas que ayudan a los demás. Comunican estas soluciones a otros escribiendo artículos, dando presentaciones o creando carteles.

**Component: *Actividad de la vista preliminar a PCI y a los conceptos***

ISBN: 9781428553828

Current Page Number(s): [blind]

Location: Actividad: Explora lo que hacen los científicos y los ingenieros

Link to Updated Content:

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Original Text: New Content

Updated Text: New content: [title] Explora lo que hacen los científicos y los ingenieros

Los científicos y los ingenieros trabajan para ayudar a otras personas.

Los científicos explican los fenómenos. Algunos científicos estudian por qué el estado del tiempo cambia de un día a otro. Otros científicos observan el Sol, la Luna y las estrellas. Hay científicos que estudian y prueban las propiedades de los objetos.

Los científicos y los ingenieros también trabajan para desarrollar nuevos y mejores herramientas o sistemas que ayuden a mejorar la vida de las personas.

Los científicos trabajan en lugares diferentes. Algunos científicos trabajan en laboratorios. Otros trabajan al aire libre en los bosques o en las montañas. Hay científicos que trabajan para compañías en nuestras comunidades.

Identificar científicos Recorta las tarjetas de ilustraciones. Pega la imagen al lado de lo que estudia cada científico.

Un botánico

Un geólogo

Un meteorólogo

Un zoológico

estudia

las plantas.

las rocas y el suelo.

los patrones del estado del tiempo.

los animales.

Investigar científicos Pídele a otra persona (un compañero, amigo o familiar) que te ayude a aprender más sobre estos científicos y lo que hacen. Anota la información sobre el científico o la científica que escogiste.

- Jane Goodall nos ayudó a entender el comportamiento de los animales estudiando la vida de los chimpancés.
- George Washington Carver ayudó a descubrir e inventar nuevas maneras de cultivar el suelo estudiando cultivos específicos.
- Alfred Wegener nos ayudó a comprender la estructura del terreno estudiando las partes de la Tierra.
- Stephanie Abrams trabajó en la televisión y ayudó a explicar cómo funciona el estado del tiempo.

Nombre del científico(a):

Tipo de científico:

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Qué estudió:  
Por qué era importante:

Identificar ingenieros Recorta las tarjetas de ilustraciones. Pega la imagen al lado de lo que diseña el ingeniero.

Un ingeniero mecánico  
Un ingeniero civil  
Un ingeniero electrotécnico  
Un ingeniero aeroespacial

diseña

máquinas.  
edificios y puentes.  
componentes electrónicos.  
aviones y naves espaciales.

Investiga a ingenieros Pídele a otra persona (un compañero, amigo o familiar) que te ayude a aprender más sobre estos científicos y lo que hacen. Anota la información sobre el científico o la científica que escogiste.

- Nicola Tesla ayudó a diseñar nuevas maneras de usar la electricidad. Encontró soluciones al uso de la electricidad en el hogar.
- Willis Carrier ayudó a diseñar una máquina para mantener fríos los edificios cuando hace calor afuera.
- Gustave Eiffel ayudó a diseñar estructuras y puentes y construir mejores puentes de ferrocarril más fuertes.
- Kalpana Chawla voló en el transbordador espacial Columbia en 1997. Ayudó a mejorar la aerodinámica de las naves espaciales.

Nombre del ingeniero(a):  
Tipo de ingeniero:  
Qué estudió:  
Por qué fue importante:

Los científicos y los ingenieros trabajan para ayudar a otras personas.

Los científicos explican los fenómenos. Algunos científicos estudian por qué el estado del tiempo cambia de un día a otro. Otros científicos observan el Sol, la Luna y las estrellas.

Hay científicos que estudian y prueban las propiedades de los objetos.  
Los científicos y los ingenieros también trabajan para desarrollar nuevos y mejores herramientas o sistemas que ayuden a mejorar la vida de las personas.

Los científicos trabajan en lugares diferentes. Algunos científicos trabajan en laboratorios. Otros trabajan al aire libre en los bosques o en las montañas. Hay científicos que trabajan para compañías en nuestras comunidades.

Identificar científicos Recorta las tarjetas de ilustraciones. Pega la imagen al lado de lo que estudia cada científico.

un botánico  
un geólogo  
un meteorólogo  
un zoólogo

estudia (x4)  
las plantas  
las rocas y el suelo  
los patrones del estado del tiempo  
los animales

Investigar científicos Pídele a otra persona (un compañero, amigo o familiar) que te ayude a aprender más sobre estos científicos lo que hacen. Anota la información sobre el científico o la científica que escogiste.

- Jane Goodall nos ayudó a entender el comportamiento de los animales estudiando la vida de los chimpancés.
- George Washington Carver ayudó a descubrir e inventar nuevas maneras de cultivar el suelo estudiando cultivos específicos.
- Alfred Wegener nos ayudó a comprender la estructura del terreno estudiando las partes de la Tierra.

Nombre del científico  
Tipo de científico  
Lo que estudió  
Por qué es importante

Identificar ingenieros Recorta las tarjetas de ilustraciones. Pega la imagen al lado de lo que diseña el ingeniero.

un ingeniero mecánico  
un ingeniero civil  
un ingeniero aeroespacial

diseña x4

Investiga a ingenieros Pídele a otra persona (un compañero, amigo o familiar) que te ayude a aprender más sobre estos científicos y lo que hacen. Anota la información sobre el científico o la científica que escogiste.

- Nicola Tesla ayudó a diseñar nuevas maneras de usar la electricidad. Encontró soluciones al uso de la electricidad en el hogar.
- Willis Carrier ayudó a diseñar una máquina para mantener fríos los edificios cuando hace calor afuera.
- Gustave Eiffel ayudó a diseñar estructuras y puentes y construir mejores puentes de ferrocarril más fuertes.
- Kalpana Chawla voló en el transbordador espacial Columbia en 1997. Ayudó a mejorar la aerodinámica de las naves espaciales.

Nombre del ingeniero(a):

Tipo de ingeniero:

Qué estudió:

Por qué fue importante:

**Component: GK Carta de la escuela al hogar para este tema**

ISBN: 9781428553828

Current Page Number(s): [blind]

Location: GK Carta de la escuela al hogar para esta tema, Tema 1

Link to Updated Content:

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Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “Los objetos”, los estudiantes aprenden sobre diferentes objetos y cómo pueden ser clasificados. Las Experiencias en este tema son las siguientes:

- Experiencia 1: Propiedades de los objetos
- Experiencia 2: Clasificar objetos

Primero, en la Experiencia 1, los estudiantes identificarán las propiedades físicas observables de los objetos, tales como la forma, el color, la textura y el material. Luego, en la Experiencia 2, generarán maneras de clasificar objetos con base en sus propiedades físicas.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.6A: Identificar y anotar las propiedades físicas observables de los objetos, incluyendo forma, color, textura y material, y generar formas para clasificar objetos.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1B: Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas simples.
- K.1E: Reunir observaciones y medidas como evidencia.
- K.1F: Anotar datos usando imágenes y palabras.
- K.5C: Describir las propiedades de objetos en términos de tamaño relativo (escala) y cantidad relativa.
- K.5E: Identificar formas de energía y propiedades de la materia.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra una variedad de pequeños objetos que se encuentran sobre una mesa. A medida que avanzan en las dos Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor y responder a la pregunta del fenómeno de anclaje: ¿Cómo podemos organizar estos objetos?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,  
Maestro/Maestra de Ciencias

**Component: GK Carta de la escuela al hogar para este tema**

ISBN: 9781428553828

Current Page Number(s): [blind]

Location: GK GK Carta de la escuela al hogar para esta tema, Tema 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “Los imanes y el movimiento”, los estudiantes aprenderán acerca de cómo un imán puede crear una fuerza que provoca cambios en el movimiento y la posición de algunos objetos de la vida diaria.

Las Experiencias en este tema son las siguientes:

- Experiencia 1: Los imanes
- Experiencia 2: Empujar y jalar

En la Experiencia 1, los estudiantes describirán y predecirán cómo un imán interactúa con diferentes materiales. En la Experiencia 2, los estudiantes usarán imanes para investigar cómo pueden empujar o jalar diferentes objetos.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.7A: Describir y predecir cómo un imán interactúa con distintos materiales y cómo se pueden usar los imanes para empujar o jalar.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones.
- K.1E: Reunir observaciones y medidas como evidencia.
- K.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos.
- K.5A: Identificar y usar patrones para describir fenómenos o diseñar soluciones.
- K.5B: Investigar y predecir relaciones de causa-efecto en la ciencia.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra una variedad de materiales que están siendo separados en una planta de reciclaje. A medida que avanzan en las dos Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor y responder a la pregunta del fenómeno de anclaje: ¿Cuál es la manera más rápida de clasificar estos objetos?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

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Maestro/Maestra de Ciencias

**Component: GK Carta de la escuela al hogar para este tema**

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Location: GK Carta de la escuela al hogar para esta tema, Tema 3

Link to Updated Content:

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Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “La luz y las sombras”, los estudiantes aprenden que los efectos de la luz se pueden observar en la vida cotidiana.

Las Experiencias en este tema son las siguientes:

- Experiencia 1: La luz
- Experiencia 2: Las sombras

En la Experiencia 1, los estudiantes comunican la idea de que las fuentes de luz, como el sol o una linterna, nos permiten ver, pero los objetos se ven diferentes si los vemos con una luz tenue o una brillante. En la Experiencia 2, los estudiantes demuestran y explican cómo la luz atraviesa algunos objetos, como una ventana o un vidrio, pero es bloqueada por otros objetos, lo que a veces crea una sombra.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.8A: Comunicar la idea de que los objetos sólo se pueden ver cuando una fuente de luz está presente y comparar los efectos de diferentes cantidades de luz en la apariencia de los objetos.
- K.8B: Demostrar y explicar que la luz viaja a través de algunos objetos y es bloqueada por otros objetos, creando sombras.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1E: Reunir observaciones y medidas como evidencia.
- K.1F: Anotar y organizar datos usando imágenes, números, palabras, símbolos y gráficas simples.
- K.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos.
- K.5A: Identificar y usar patrones para describir fenómenos o diseñar soluciones.
- K.5B: Investigar y predecir relaciones de causa-efecto en la ciencia.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra faroles de papel flotando en un lago. A medida que avanzan en las dos Experiencias, los estudiantes entenderán mejor que los efectos de la luz se pueden observar en la vida diaria, lo que los ayudará a comunicar y demostrar las maneras en que la luz interactúa con diferentes objetos y a responder a la pregunta del fenómeno de anclaje: ¿De qué están hechos los faroles, que nos permite verlos en la oscuridad?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,

Maestro/Maestra de Ciencias

**Component: *GK Carta de la escuela al hogar para este tema***

ISBN: 9781428553828

Location: GK Carta de la escuela al hogar para esta tema, Tema 4

Link to Updated Content:

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Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “Los patrones en el cielo”, los estudiantes exploran los patrones reconocibles en el mundo natural y entre los objetos en el cielo. Además, los estudiantes comprenderán que el mundo natural incluye materiales y sistemas terrestres que pueden ser observados.

Las Experiencias en este tema son las siguientes:

- Experiencia 1: El cielo
- Experiencia 2: El estado del tiempo
- Experiencia 3: Las estaciones

En la Experiencia 1, los estudiantes observan, describen y dibujan los objetos que ven en el cielo de día y por la noche, e identifican y describen los patrones del día y la noche. Luego, en la Experiencia 2, los estudiantes usan instrumentos meteorológicos para observar, describir y anotar las mediciones del estado del tiempo en el lugar en donde viven. Finalmente, en la Experiencia 3, los estudiantes observan e identifican los diferentes tipos de estados del tiempo que se experimentan comúnmente en cada estación.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.9A: Identificar, describir y predecir los patrones del día y la noche y sus características observables.
- K.9B: Observar, describir e ilustrar el Sol, la Luna, las estrellas y los objetos en el cielo, tales como las nubes.
- K.10B: Observar y describir cambios en el estado del tiempo de un día a otro y a lo largo de las estaciones del año.
- K.10C: Identificar evidencia que apoye la idea de que el aire está a nuestro alrededor y demostrar que el viento está moviendo el aire usando objetos, tales como una manga de viento, un reguilete o una cinta.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1D: Usar herramientas, incluyendo manga de viento, termómetro de demostración, pluviómetro, cintas y objetos de medición no estándar, para observar, medir, probar y comparar.
- K.1F: Anotar y organizar datos usando imágenes, números, palabras, símbolos y gráficas simples.
- K.1G: Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema.
- K.5A: Identificar y usar patrones para describir fenómenos o diseñar soluciones.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra el estado del tiempo en diferentes estaciones. A medida que avanzan en las dos Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Cómo sabes qué ropa usar?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,

Maestro/Maestra de Ciencias

**Component: *GK Carta de la escuela al hogar para este tema***

ISBN: 9781428553828

Location: GK Carta de la escuela al hogar para esta tema, Tema 5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “Las rocas, la tierra y el agua”, los estudiantes aprenden sobre las rocas y otros recursos naturales.

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Las Experiencias en este tema son las siguientes:

- Experiencia 1: Las rocas
- Experiencia 2: El uso de los materiales de la tierra

En la Experiencia 1, los estudiantes observan, describen y clasifican rocas según su tamaño, forma, color y textura. Luego, en la Experiencia 2, observan y dan ejemplos de cómo las personas usan las rocas, la tierra y el agua en la vida cotidiana.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.10A: Describir y clasificar rocas por sus propiedades observables, como tamaño, forma, color y textura.
- K.11A: Observar y generar ejemplos de usos prácticos de rocas, suelo y agua.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.3C: Escuchar activamente las explicaciones de otros para participar respetuosamente en la discusión científica.
- K.5C: Describir las propiedades de objetos en términos de tamaño relativo (escala).
- K.5E: Identificar las propiedades de la materia.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra materiales tales como rocas, arcilla, suelo (o tierra), agua, hormigón y minerales que se usan para hacer objetos como puentes, calles y cerámica. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Dónde crees que conseguimos los materiales para hacer estos objetos?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,

Maestro/Maestra de Ciencias

**Component: *GK Carta de la escuela al hogar para este tema***

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Location: GK Carta de la escuela al hogar para esta tema, Tema 6

Link to Updated Content:

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Original Text: New Content

Updated Text:

Estimados padres de familia o tutores,

En el tema “Las plantas”, los estudiantes aprenden sobre la estructura y las necesidades de las plantas.

Las Experiencias en este tema son las siguientes:

- Experiencia 1: Las partes de las plantas
- Experiencia 2: Las necesidades de las plantas
- Experiencia 3: Los ciclos de vida de las plantas

En la Experiencia 1, los estudiantes identificarán las estructuras y las funciones de las partes de una planta, incluyendo las raíces, los tallos, las hojas, las flores y los frutos. Luego, en la Experiencia 2, los estudiantes observarán, describirán e identificarán cómo las plantas dependen del aire, la luz solar, el agua, los nutrientes de la tierra y el espacio para crecer. Finalmente, en la Experiencia 3, los estudiantes identificarán y anotarán los pasos de un ciclo de vida sencillo de una planta e identificarán y compararán las partes de plantas más jóvenes que se parecen a las partes de su planta progenitora.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.12A: Observar e identificar que las plantas dependen de aire, luz solar, agua, nutrientes del suelo y espacio para crecer.
- K.13A: Identificar las estructuras de las plantas, incluyendo raíces, tallos, hojas, flores y frutos.

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- K.13C: Identificar y anotar los cambios de semilla a plántula, planta, flor y fruto en un ciclo de vida simple de la planta.

- K.13D: Identificar formas en que las plantas jóvenes se parecen a la planta madre.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1D: Usar herramientas, incluyendo lupas, lentes de seguridad, cuadernos y vasos de papel pequeños, ejemplos (suelo, semillas y plantas) y modelos del ciclo de vida de una planta, para observar, medir, probar y comparar.

- K.1E: Reunir observaciones y medidas como evidencia.

- K.5B: Investigar y predecir relaciones de causa-efecto en la ciencia.

- K.5F: Describir la relación entre la estructura y el funcionamiento de objetos, organismos y sistemas.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra la manera en que las plantas que florecen usan características visuales y sensoriales para atraer polinizadores. El video muestra flores que huelen y lucen muy diferente a las de las plantas conocidas. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Por qué las plantas tienen esa apariencia y ese olor?

Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,

Maestro/Maestra de Ciencias

**Component: GK Carta de la escuela al hogar para este tema**

ISBN: 9781428553828

Location: GK Carta de la escuela al hogar para esta tema, Tema 7

Link to Updated Content:

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Original Text: New Content

Updated Text:

Estimados padres de familia o tutores:

En el tema “Los animales”, los estudiantes aprenden sobre las necesidades de los animales y las partes de sus cuerpos.

Las Experiencias en este tema son las siguientes:

- Experiencia 1: Las partes de los animales
- Experiencia 2: Las necesidades de los animales

En la Experiencia 1, los estudiantes investigan qué partes de los animales los ayudan a satisfacer sus necesidades. En la Experiencia 2, identifican las necesidades de los animales de aire, alimento, espacio y refugio.

Los principales TEKS de contenido cubiertos en este tema son los siguientes:

- K.12B: Observar e identificar que los animales dependen de aire, agua, comida, espacio y refugio.
- K.13B: Identificar las diferentes estructuras que tienen los animales que les permiten interactuar con su medioambiente, tales como ver, oír, moverse y agarrar objetos.

TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes:

- K.1F: Anotar datos usando palabras.
- K.3B: Comunicar explicaciones de forma individual y colaborativa en una variedad de escenarios.
- K.3C: Escuchar activamente las explicaciones de otros para participar respetuosamente en la discusión científica.
- K.5F: Describir la relación entre la estructura y el funcionamiento de objetos.

Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra un pelícano atrapando un pez. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Por qué tiene el pelícano boca y alas grandes?

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Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario.

Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!

Cordialmente,

Maestro/Maestra de Ciencias

**Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas***

ISBN: 9781428553828

Location: Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, whole activity

Original Text: New Content

Updated Text:

We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link.

**Component: *Guía de comunicación entre la escuela y el hogar***

ISBN: 9781428553828

Location: Guía de comunicación entre la escuela y el hogar, whole activity

Original Text: New Content

Updated Text:

SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias.

La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores:

- Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año.
- Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar.
- Reparta las cartas *De la escuela al hogar* para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes.
- Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido.
- Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus

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propias palabras y su idioma materno, si es necesario.

- Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

**Component: *Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 6

Location: Made changes to address TRR Response Tema 1, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert second paragraph) A medida que progrese en el tema, conecte las actividades con el tema 1 de prekínder: ¡Hola, escuela! Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre la descripción del color, tamaño y forma de los objetos comunes (PK.VI.A).

**Component: *Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 6

Location: Made changes to address TRR Response Tema 1, Vistazo al tema, Examen de preparación del tema y remediación

Original Text: New Content

Updated Text: (blue head) Examen de preparación del tema y remediación (body text) Los estudiantes responden a preguntas para demostrar lo que ya saben sobre los objetos completando un examen de preparación del tema impreso o en línea. Para los estudiantes que presenten dificultades en el examen, asígneles las preguntas que correspondan de la remediación en Realize.

**Component: *Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 16

Location: Made changes to address TRR Response Experiencia 1, Explorar, Enseñanza diferenciada

Original Text: New Content

Updated Text: (insert) Necesidades especiales Esta es una actividad en la que los estudiantes que necesiten experiencias táctiles para completarla exitosamente pueden asumir un rol de liderazgo. Pida a estos estudiantes que tomen una bolsa y que describan la forma, el sonido y el peso del objeto que se encuentra en su interior. Luego, pídale que pongan una mano dentro de la bolsa para sentir el objeto. Anímelos a que describan al resto de la clase lo que observan a medida que que sienten cada objeto.

**Component: *Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 30

Location: Made changes to address TRR Response Tema 2, Vistazo al tema

Original Text: New Content

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Updated Text: (insert new paragraph) A medida que progrese en el tema, conecte las actividades con el tema 1: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre las propiedades de los objetos (TEKS K.6A) y las maneras de clasificarlos con cómo los objetos interactúan con distintos materiales en el Tema 2.

**Component:** *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 30

Location: Made changes to address TRR Response Tema 2, Vistazo al tema, Examen de preparación del tema y remediación

Original Text: New Content

Updated Text: (blue head)Examen de preparación del tema y remediación (body text)Los estudiantes responden a preguntas para mostrar lo que ya saben sobre los imanes y el movimiento completando un examen de preparación del tema impreso o en línea. Para los estudiantes que presenten dificultades en el examen, asígneles las preguntas que correspondan de la remediación en Realize.

**Component:** *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 33

Location: Made changes to address TRR Response Tema 2, Plan del tema

Original Text: New Content

Updated Text: (insert new box) En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

**Component:** *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 48

Location: Made changes to address TRR Response Experiencia 2, Explorar, Enseñanza diferenciada

Original Text: New Content

Updated Text: (insert new text) Necesidades especiales Los estudiantes con trastornos del lenguaje, como trastornos cognitivos de comunicación, puede que no sepan cómo escuchar cuando alguien les habla. Represente este proceso pidiéndole a un estudiante que cuente lo que observó. Luego, escuche cuidadosamente y, luego, repítale al estudiante lo que le dijo. Durante esta actividad, pida a los estudiantes que usen esta técnica para asegurarse de que todos saben cómo escuchar y cuándo hablar.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade K**

#### **Program: *Dynamic Science (Spanish) Kindergarten : TEKS***

**Component:** *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Lesson Guide - Focused SEPs and RTCs

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Diagnostic Assessment - Student

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406041

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.



# Publisher: TPS Publishing

## Science, (Spanish) Grade K

### Program: *STEAM into Science - Grade Kindergarten Spanish Edition: TEKS*

**Component:** *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 93

Location: Vocabulary list

Original Text: New Content

Updated Text: Add "Estrella"

**Component:** *Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes*

ISBN: 9781788056243

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 265

Location: Added to the bottom

Original Text: New Content

Updated Text: ¿Qué ocurrirá si un animal consigue todo lo que necesita? ¿Qué puede ocurrir si un animal no puede conseguir algo que necesita? Por ejemplo, ¿si se destruye el refugio que suele tener? O, ¿cómo se sentiría un animal si no pudiera tomar suficiente aire? ¿Qué puede ocurrir?

**Component:** *Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes*

ISBN: 9781788056243

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 39

Location: Description adjusted

Original Text: New Content

Updated Text: Hay muchas formas diferentes de medir y agrupar objetos. Puedes pensar en formas de agrupar (o clasificar) los objetos. En este experimento vas a utilizar diferentes propiedades físicas. Identificarás, separarás, clasificarás, compararás y registrarás los objetos.

**Component:** *Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Guía de actividades STEAM - para estudiantes*

ISBN: 9781788055796

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 203

Location: Hablemos de ello

Original Text: New Content

Updated Text: Piensa si alguna vez has nadado bajo el agua. Si lo has hecho, habrás tenido que aguantar la respiración. Piensa en cómo se siente tu cuerpo. Piensa si dependes del aire.

## Publisher: Houghton Mifflin Harcourt

### Science, (Spanish) Grade 1

**Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 1: TEKS***

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 11

Location: Item 24, prompt, table, and answer choices

Original Text: New Content

Updated Text: "Alan midió la temperatura de 6 días como evidencia de que el patrón del estado del tiempo muestra que hizo calor. ¿Cómo puede usar Alan los datos que reunió para completar la tabla? Escribe la letra de cada respuesta en el recuadro correcto."

[Image of 6 thermometers]

[Table] "Mediciones de la temperatura exterior"

"Temperatura" "Cantidad de días"

"90 grados"

"92 grados"

"95 grados"

"A. 1 B. 3 C. 2"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 27

Location: Item 57, prompt, table, answer choices

Original Text: New Content

Updated Text: "Hannah tomó una pequeña muestra de suelo. Calculó la cantidad de cada objeto que había en el suelo. Anotó los resultados en la tabla. Mira la tabla."

[Table]

"Objeto" "Cantidad"

"Granos de arena" "53"

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"Piedras pequeñas" "18"

"Ramitas" "3"

"Describe los objetos según su cantidad relativa. Escribe la letra de UNA respuesta en cada recuadro. Había [BLANK] piedras pequeñas que granos de arena. Había [BLANK] granos de arena que ramitas."

"A. más

B. menos"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Current Page Number(s): Grade 1 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 1 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 1.6) Prueba, p. 3

Location: Item 5, image

Original Text: New Content

Updated Text: image edited to include a box around two dimpled objects, box around two smooth objects, and box around two fuzzy objects, and make two fuzzy objects larger and fuzzier

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Propiedades de la materia (TEKS 1.6.A) Examen breve, p. 3

Location: Item 4, answer choice B

Original Text: New Content

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Updated Text: "B. Pesado(a)"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Propiedades de la materia (TEKS 1.6.A) Examen breve, p. 3

Location: Item 4, table, first row image

Original Text: New Content

Updated Text: image of bowling ball and large rock

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Partes de un sistema (TEKS 1.6.C) Examen breve, p. 2

Location: Item 3, art

Original Text: New Content

Updated Text: image of basketball hoop with backboard and rim on the ground, rim is lighter gray

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.6.C, Day 4, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Leer, escribir y compartir

Piensa como un ingeniero de juguetes que diseña un juguete nuevo. ¿Qué tipo de juguete diseñarías y por qué? Comunica explicaciones de forma individual en una variedad de escenarios y formatos. Puedes escribir, dibujar o contarles a otros por qué diseñaste ese juguete. Puedes compartir tu explicación con tu maestro, otro grupo o la clase."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 40

Location: below multiple choice item

Original Text: New Content

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Updated Text: "Leer, escribir y compartir"

Piensa como un ingeniero de juguetes que diseña un juguete nuevo. ¿Qué tipo de juguete diseñarías y por qué? Comunica explicaciones de forma individual en una variedad de escenarios y formatos. Puedes escribir, dibujar o contarles a otros por qué diseñaste ese juguete.

Puedes compartir tu explicación con tu maestro, otro grupo o la clase."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cambios en la materia (TEKS 1.6.B) Examen breve, p. 3

Location: Item 4, Answer choice A

Original Text: New Content

Updated Text: "A. Un tronco se quema"

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La fuerza y el movimiento (TEKS 1.7) Prueba, p. 3

Location: Item 5, answer choices B and C

Original Text: New Content

Updated Text: [Answer Choices]

B. image of child with kite holding string

Remove third answer choice

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La fuerza y el movimiento (TEKS 1.7) Prueba, p. 3

Location: Item 5, table

Original Text: New Content

Updated Text: [Table]

"Tirar para detener el movimiento"

"Tirar para iniciar el movimiento"

**Component:** *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

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Current Page Number(s): p. 146

Location: Paragraph 1

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.9.A, Day 5 Screen 3

Location: Paragraph 1

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 130

Location: Column 2, Apoyo para las respuestas de los estudiantes, Leer, escribir y compartir

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.9.A, Day 3, new screen after current Screen 5

Location: new screen

Original Text: New Content

Updated Text: "Escucha para identificar la evidencia

Elige una estación. Usa lo que aprendiste para describir la estación a tu compañero. Pídele que adivine la estación y que explique cómo lo sabe.

Escucha activamente la explicación de tu compañero para identificar evidencia importante que demuestre que identificó

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la estación correcta.

Luego, tu compañero debe describirte su estación. Adivina la estación de tu compañero y explica cómo lo sabes."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 139

Location: Top of page, above Boleto de salida

Original Text: New Content

Updated Text: "Escucha para identificar la evidencia

Elige una estación. Usa lo que aprendiste para describir la estación a tu compañero. Pídele que adivine la estación y que explique cómo lo sabe.

Escucha activamente la explicación de tu compañero para identificar evidencia importante que demuestre que identificó la estación correcta.

Luego, tu compañero debe describirte su estación. Adivina la estación de tu compañero y explica cómo lo sabes."

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ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 218

Location: Seguridad, before first bullet

Original Text: New Content

Updated Text: "Describe cómo estar seguros mientras hacen la actividad afuera."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.10.D, Day 2 Screen 2

Location: Seguridad, before first bullet

Original Text: New Content

Updated Text: "Describe cómo estar seguros mientras hacen la actividad afuera."

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ISBN: 9780358881551

Link to Current Content:

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Current Page Number(s): TEKS Lesson 1.11.A, Day 3, Screen 3

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Location: Paso 5, sentence 2

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 247

Location: Paso 5, sentence 2

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

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ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 221

Location: Column 2, first Apoyo para las respuestas de los estudiantes

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.11.A, Day 6, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Conservar el suelo

Muestra cómo el viento puede afectar el suelo. Usa la tierra (suelo) del Día 4."

[bullet] "Coloca tierra suelta en un plato."

[bullet] "Sopla suavemente sobre el plato."

[bullet] "Observa."

[bullet] "Propón una solución para que la tierra deje de moverse."

[bullet] "Haz un modelo de tu solución y pruébalo."

"Piensa en cómo el modelo justifica tu solución. Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes comentar tu idea con un compañero o presentarla a la clase. Puedes hablar o escribir sobre tu modelo o usar una ilustración."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

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Link to Current Content:

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Current Page Number(s): p. 262

Location: bottom of page

Original Text: New Content

Updated Text: "Conservar el suelo

Muestra cómo el viento puede afectar el suelo. Usa la tierra (suelo) del Día 4."

[bullet] "Coloca tierra suelta en un plato."

[bullet] "Sopla suavemente sobre el plato."

[bullet] "Observa."

[bullet] "Propón una solución para que la tierra deje de moverse."

[bullet] "Haz un modelo de tu solución y pruébalo."

"Piensa en cómo el modelo justifica tu solución. Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes comentar tu idea con un compañero o presentarla a la clase. Puedes hablar o escribir sobre tu modelo o usar una ilustración."

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ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 230

Location: Column 2, bottom of column

Original Text: New Content

Updated Text: "Conservar el suelo: Los niños usarán la tierra (suelo) del Día 4 para mostrar cómo el viento puede afectar el suelo. Después de observar cómo se mueve la tierra, propondrán una solución para que deje de moverse. Luego, harán un modelo de su solución y lo probarán. Proporcione a los niños los materiales que necesiten para hacer sus modelos y presentar sus soluciones."

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ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 293

Location: paragraph 3

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

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Current Page Number(s): TEKS Lesson 1.12.A, Day 2, Screen 5

Location: paragraph 2

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 260

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 3

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

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ISBN: 9780358841722

Link to Current Content:

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Current Page Number(s): p. 304

Location: Column 1, Leer, escribir y compartir, paragraph 1, after sentence 3

Original Text: New Content

Updated Text: "Pida a los niños que usen los datos que reunieron para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal."

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ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.12.C, Day 4, Screen 3

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Usa los datos que reuniste para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal. Comienza tu modelo con el sol."

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Current Page Number(s): p. 352

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Escribe datos sobre dónde vive y qué come. Usa los datos que reuniste para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal. Comienza tu modelo con el sol."

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ISBN: 9780358881551

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.13.A, Day 5, Screen 3

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

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ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 380

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

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ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 322

Location: Column 1, Apoyo para las respuestas de los estudiantes, Leer, escribir y compartir, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

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**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

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Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

## **Publisher: McGraw Hill**

### **Science, (Spanish) Grade 1**

#### **Program: McGraw Hill Ciencias para Texas, Grado 1: TEKS**

**Component:** *McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition*

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition*

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition*

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

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**Component: McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition**

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition**

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition**

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition**

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition**

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: See new content: G1 Pacing Guide

## Publisher: Savvas Learning

### Science, (Spanish) Grade 1

#### Program: *Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS*

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos*

ISBN: 9781428553842

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 7

Location: Diseñar soluciones, diapositiva

Original Text: Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas.

Updated Text: This is shared content. Add "3B" to TEKS list in top banner. Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas. Comunican las soluciones de varias maneras, tales como modelos, presentaciones y dibujos. ¿De qué manera está este ingeniero comunicando la solución en la que está trabajando?

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos*

ISBN: 9781428553842

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 27

Location: Los científicos y los ingenieros nos ayudan, diapositiva

Original Text: Los científicos y los ingenieros resuelven problemas para ayudar a los demás.

Updated Text: This is shared content. Add "3B" to TEKS text in top banner. Los científicos y los ingenieros trabajan juntos para resolver problemas que ayudan a los demás. Comunican estas soluciones a otros escribiendo artículos, dando presentaciones o creando carteles.

**Component:** *Carta de la escuela al hogar, Tema 1*

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los objetos”, los estudiantes aprenden sobre la materia y sus propiedades. Las Experiencias en este tema son las siguientes:

- Experiencia 1: Construir usando partes
- Experiencia 2: Propiedades de los objetos
- Experiencia 3: Cambios a los materiales

En la Experiencia 1, los estudiantes demuestran y explican que un objeto entero es un sistema compuesto de

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partes organizadas que se pueden desarmar y volver a armar. Luego, en la Experiencia 2, los estudiantes clasifican objetos por propiedades físicas observables tales como la forma, el color y la textura, y atributos como el tamaño y el peso. Finalmente, en la Experiencia 3, los estudiantes explican y predicen cambios en los materiales causados por el calentamiento y el enfriamiento. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.6A: Clasificar objetos por las propiedades físicas observables, incluyendo forma, color y textura, y atributos, tales como más grande y más pequeño, y más pesado y más liviano. ● 1.6B: Explicar y predecir cambios en los materiales causados por calentamiento y enfriamiento. ● 1.6C: Demostrar y explicar que un objeto completo es un sistema hecho de partes organizadas, tal como un juguete que se puede desarmar y volver a armar. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 1.3B: Comunicar explicaciones y soluciones de forma individual y colaborativa en una variedad de escenarios y formatos. ● 1.5C: Describir las propiedades de objetos en términos de tamaño relativo (escala) y cantidad relativa. ● 1.5D: Examinar las partes de un entero para definir o modelar un sistema. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra el desprendimiento de una parte de un glaciar y cómo cae al mar. A medida que avanzan en las Experiencias, usarán actividades para apoyar la comprensión y responder a la pregunta del fenómeno de anclaje: ¿Qué le está pasando al glaciar? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 2**

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “El calor provoca cambios”, los estudiantes aprenden sobre cómo el calor provoca cambios. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El calor ● Experiencia 2: Cambios reversibles ● Experiencia 3: Cambios irreversibles En la Experiencia 1, los estudiantes investigan y describen distintas fuentes de calor y los usos del calor en la vida diaria. Luego, en la Experiencia 2, describen cómo algunos de los cambios que produce el calor son reversibles, tales como derretir hielo y volver a congelar el agua. Finalmente, en la Experiencia 3, los estudiantes describirán cómo algunos cambios provocados por el calor son irreversibles, como hornear un pastel. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.8A: Investigar y describir las aplicaciones del calor en la vida diaria, tales como cocinar alimentos o usar una secadora de ropa. ● 1.8B: Describir cómo algunos cambios causados por el calor pueden revertirse, tales como la mantequilla derretida, y otros cambios no se pueden revertir, tales como cocinar un huevo u hornear un pastel. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1B: Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas simples y usar prácticas de ingeniería para diseñar soluciones a problemas. ● 1.1E: Reunir observaciones y medidas como evidencia. ● 1.1F: Anotar y organizar datos usando imágenes, números, palabras, símbolos y gráficas simples. ● 1.5B: Investigar y predecir relaciones de causa-efecto en la ciencia. ● 1.5E: Identificar formas de energía y propiedades de la materia. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra cómo se fabrica un crayón con forma de oso al derretir trozos de crayones viejos en un horno. A medida que avanzan en las Experiencias, usarán actividades para apoyar la comprensión y responder a la pregunta del fenómeno de anclaje: ¿Qué necesitas para hacer un crayón con forma de oso? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que

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a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias!  
Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 3**

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La fuerza y el movimiento”, los estudiantes aprenden que las fuerzas provocan cambios de movimiento y de posición en la vida diaria. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Empujar y jalar ● Experiencia 2: Rapidez y dirección En la Experiencia 1, los estudiantes explicarán cómo los empujones y jalones pueden iniciar, detener o cambiar la rapidez o la dirección del movimiento de un objeto. Luego, en la Experiencia 2, los estudiantes planearán y llevarán a cabo una investigación descriptiva que prediga cómo los empujones y jalones pueden iniciar, detener o cambiar la rapidez y la dirección del movimiento de un objeto. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.7A: Explicar cómo empujar y jalar pueden comenzar, detener o cambiar la velocidad o la dirección de un objeto en movimiento. ● 1.7B: Planificar y realizar una investigación descriptiva que prediga cómo empujar y jalar pueden comenzar, detener o cambiar la velocidad o la dirección de un objeto en movimiento. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1B: Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas simples y usar prácticas de ingeniería para diseñar soluciones a problemas. ● 1.1D: Usar herramientas, incluyendo objetos de medición no estándar para observar, medir, probar y comparar. ● 1.1E: Reunir observaciones y medidas como evidencia. ● 1.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 1.5A: Identificar y use patrones para describir fenómenos o diseñar soluciones. ● 1.5B: Investigar y predecir relaciones de causa-efecto en la ciencia. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra un perro recorriendo una pista de obstáculos. El perro usa una variedad de empujones y jalones para moverse alrededor de los postes y por encima del subibaja. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo puede un perro completar una carrera de obstáculos? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 4**

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “El estado del tiempo y las estaciones”, los estudiantes aprenden que el mundo natural tiene fenómenos con patrones reconocibles, como el estado del tiempo y las estaciones. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El estado del tiempo ● Experiencia 2: Las estaciones En la Experiencia 1, los estudiantes describirán y anotarán características

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observables del estado del tiempo y explicarán cómo este afecta su vida diaria. Luego, en la Experiencia 2, los estudiantes utilizarán lo que vieron en la Experiencia 1 para describir y predecir el patrón de las estaciones del año. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.9A: Describir y predecir los patrones de las estaciones del año, tales como el orden en el que ocurren, y los cambios en la naturaleza. ● 1.10D: Describir y anotar las características observables del estado del tiempo, incluyendo calor o frío, despejado o nublado, calmado o ventoso, y lluvioso o helado, y explicar el impacto del estado del tiempo en las decisiones diarias. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1D: Usar herramientas, incluyendo objetos de medición no estándar para observar, medir, probar y comparar. ● 1.1E: Reunir observaciones y medidas como evidencia. ● 1.2B: Analizar datos a través de la identificación de características significativas y patrones. ● 1.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 1.5A: Identificar y usar patrones para describir fenómenos o diseñar soluciones. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra el estado del tiempo del mismo día en dos lugares distintos de Estados Unidos: Houston, Texas, y Minneapolis, Minnesota. Aunque es invierno en ambas ciudades, el estado del tiempo de cada lugar es muy diferente. En Houston, es templado y lluvioso. Ese día en Minneapolis hace mucho frío, y la nieve y el hielo cubren el suelo. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Qué lugar es mejor para hacer un muñeco de nieve: Houston o Minneapolis? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Carta de la escuela al hogar, Tema 5***

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los materiales de la Tierra”, los estudiantes aprenden sobre los materiales naturales que se encuentran en la Tierra, específicamente rocas, tierra y agua. Las Experiencias en este tema son las siguientes: ● Experiencia 1: La tierra ● Experiencia 2: El agua ● Experiencia 3: El movimiento de los materiales de la Tierra ● Experiencia 4: Usar y conservar los materiales de la Tierra En la Experiencia 1, los estudiantes investigan, describen y anotan las diferentes propiedades y componentes del suelo superior, la arcilla y la arena. Luego, en la Experiencia 2, los estudiantes estudian el agua y comparan las propiedades, tales como la salinidad, el color, la claridad, el tamaño y la forma de charcos, estanques, riachuelos, ríos, lagos y océanos. Después, en la Experiencia 3, los estudiantes investigan y describen cómo el agua puede mover partículas de roca y tierra de un lugar a otro. También identifican y describen cómo las plantas, los animales y los seres humanos usan las rocas, la tierra y el agua. Por último, en la Experiencia 4, los estudiantes explican por qué la conservación es importante y describen maneras de conservar el agua y de proteger las fuentes naturales de agua. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.10A: Investigar y documentar las propiedades de una partícula, como tamaño, forma, textura y color, y los componentes de diferentes tipos de suelos, tales como mantillo, arcilla y arena. ● 1.10B: Investigar y describir cómo el agua puede mover rocas y partículas de suelo de un lugar a otro. ● 1.11C: Describir formas de conservar el agua, tales como cerrar el grifo al cepillarse los dientes y proteger las fuentes naturales de agua, tales como mantener la basura fuera de los cuerpos de agua. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1D: Usar herramientas, incluyendo lupas, lentes de seguridad, cuadernos, modelos de corriente de agua, muestras de suelo (marga, arena, grava, rocas, y arcilla), semillas, y plantas para observar, medir, probar y comparar. ● 1.5B Investigar y predecir relaciones de causa-efecto en la ciencia. Para iniciar el tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje sobre los castores y

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cómo las represas que construyen modifican y ayudan a los medioambientes. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Por qué los castores necesitarían recolectar rocas, tierra y partes de árboles? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 6**

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los seres vivos y los medioambientes”, los estudiantes aprenden sobre los seres vivos y sus medioambientes. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Seres vivos y objetos inertes ● Experiencia 2: Medioambientes ● Experiencia 3: Cadenas alimentarias En la Experiencia 1, los estudiantes aprenderán a clasificar los seres vivos y los objetos inertes, ya sea basándose en sus necesidades o su reproducción. Luego, en la Experiencia 2, los estudiantes describirán interacciones y dependencias entre los seres vivos y los objetos inertes en terrarios y acuarios. Finalmente, en la Experiencia 3, los estudiantes identificarán cómo los seres vivos dependen entre sí a través de cadenas alimentarias. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 1.12A: Clasificar cosas vivas y objetos inertes en función de si tienen necesidades básicas y producen hijos. ● 1.12B: Describir y anotar ejemplos de interacciones y dependencia entre componentes vivos e inertes en terrarios o acuarios. ● 1.12C: Identificar e ilustrar cómo los organismos vivos dependen unos de otros a través de las cadenas alimentarias. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1G: Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema. ● 1.3B: Comunicar explicaciones y soluciones de forma individual y colaborativa en una variedad de escenarios y formatos. ● 1.5A: Identificar y usar patrones para describir fenómenos o diseñar soluciones. ● 1.5D: Examinar las partes de un entero para definir o modelar un sistema. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra a personas creando un medioambiente en el océano mediante la construcción de un arrecife con objetos hechos por seres humanos. A medida que avanzan en las Experiencias, los estudiantes usarán actividades para apoyar la comprensión y responderán a la pregunta del fenómeno de anclaje: ¿Por qué se ponen estos bloques de hormigón en el océano? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 7**

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los animales”, los estudiantes aprenden sobre los animales y sobre las estructuras externas de las aves, los mamíferos y los peces; sobre cómo crecen y cambian los animales y sobre cómo los animales pasan por las etapas del ciclo de vida. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Las estructuras de los animales ● Experiencia 2: Padres y crías ● Experiencia 3: Los ciclos de vida de los animales Primero, en la Experiencia 1, los estudiantes compararán cómo las estructuras externas de distintos animales los ayudan a vivir, interactuar y sobrevivir en su medioambiente. Luego, en la Experiencia 2, identificarán y observarán las maneras en las que las crías se parecen a sus padres. Por último, en la Experiencia 3, los estudiantes anotarán las observaciones y describirán el ciclo de vida básico de un ave, un mamífero y un pez. Las Experiencias en este tema son las siguientes: ● 1.13A: Identificar las estructuras externas de distintos animales y comparar cómo esas estructuras ayudan a distintos animales a vivir, moverse y satisfacer las necesidades básicas para sobrevivir. ● 1.13B: Anotar observaciones y describir los ciclos de vida básicos de animales, incluyendo un ave, un mamífero y un pez. ● 1.13C: Comparar las formas en que los animales jóvenes se parecen a sus padres. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 1.1D: Usar herramientas, incluyendo modelos del ciclo de vida de un animal, para observar y comparar. ● 1.3B: Comunicar explicaciones y soluciones de forma individual y colaborativa en una variedad de escenarios y formatos. ● 1.5D: Examinar las partes de un entero para definir o modelar un sistema. ● 1.5F: Describir la relación entre la estructura y el funcionamiento de objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje sobre los armadillos y cómo las partes de su cuerpo los ayudan a moverse, encontrar alimento y sobrevivir en su medioambiente. A medida que avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Qué puede hacer un armadillo con su cuerpo? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component:** *Guía de comunicación entre la escuela y el hogar*

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Guía de comunicación entre la escuela y el hogar SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores: ● Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año. ● Use la información que se ofrece en las secciones Emprender experiencias dinámicas (Engage in Dynamic Experiences), Contenido y secuencia (Scope and Sequence), Plan del tema (Topic Planner) y Vistazo a la Experiencia (Experience At-A-Glance) de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar. ● Reparta las cartas De la escuela al hogar para los temas entre los

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padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes. • Use las secciones Conexión con el hogar (Home Connections), A nivel local (Take it Local) y Colaborar con la comunidad (Collaborate with the Community) de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido. • Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario. • Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 6

Location: Made changes to address TRR ResponseTema 1, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert new second paragraph)

A medida que progrese en el tema, conecte las actividades con el Tema 1 de grado K: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre cómo identificar y anotar propiedades físicas observables de los objetos, como la forma, el color, la textura y el material, y generar formas de clasificar objetos.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 7

Location: Made changes to address TRR ResponseTema 1, Vistazo al tema, Conexión con el hogar box

Original Text: New Content

Updated Text: (updated text) Identificar partes de un objeto entero Pida a los estudiantes que usen un reloj de pared o un temporizador de cocina que tengan en su hogar para practicar cómo identificar objetos enteros y sus partes. Pídales que hagan una tabla de dos columnas en sus cuadernos de Ciencias. El encabezado de la primera columna debería llevar el rótulo "Objeto entero". Los estudiantes deberían dibujar el reloj o el temporizador de cocina entero. El encabezado para la otra columna debería llevar el rótulo "Partes". Los estudiantes deben dibujar algunas de las partes del reloj o temporizador, como las manecillas del reloj o el dial del temporizador. Invite a los estudiantes a completar el mismo ejercicio con otros objetos comúnmente hallados en el hogar.

(insert new paragraph) Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 32

Location: Made changes to address TRR ResponseExplorar, Enseñanza diferenciada, bottom

Original Text: New Content

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Updated Text: (insert)

Extensión Para los estudiantes que necesitan un desafío, pídale que realicen la actividad práctica según lo instruido, pero pídale que tomen el tiempo de cuán rápido se derritió el hielo. Luego, pídale que hagan una predicción acerca de qué ocurrirá si usan agua más fría o más caliente en la actividad. Pídale que usen un cronómetro para ver cuán más lento o rápido se derritió el hielo. Pídale que escriban un enunciado en el que expliquen sus resultados.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 38

Location: Made changes to address TRR ResponseTema 2, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert second paragraph)

A medida que progrese en el tema, conecte las actividades con el tema 1: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre las propiedades físicas observables de los objetos y los cambios en los materiales que generan el calentamiento y el enfriamiento (TEKS 1.6A, 1.6B) con cómo calentar materiales puede causar cambios reversibles y cambios irreversibles en el Tema 2.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 48

Location: Made changes to address TRR ResponseExplorar, Enseñanza diferenciada, bottom

Original Text: New Content

Updated Text: (new content) Necesidades especiales Para los estudiantes con discapacidades de la audición, pídale a otro estudiante que dibuje cómo pueden usar los vasos, los cubos de hielo y el agua tibia para determinar la manera más rápida de derretir el hielo. Ese estudiante puede señalarle y mostrarle al estudiante con discapacidad auditiva cómo usar los materiales.

**Component: *Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 56

Location: Made changes to address TRR ResponseENSEÑANZA DIFERENCIADA

Original Text: New Content

Updated Text: (insert new content)

Extensión Para los estudiantes que necesiten un desafío, pídale que hagan una predicción de los resultados de la investigación antes de comenzar. Al finalizar la investigación, pídale que comparen sus predicciones con sus resultados. Pídale que escriban un enunciado en el que describan cómo sus predicciones y sus resultados se comparan.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade 1**

**Program: *Dynamic Science (Spanish) 1st Grade: TEKS***

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

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Location: Narrative 1.6A Lesson Guide -Teach and Discuss - Section 6 - Tamaño

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Tamaño

- El tamaño es la cantidad de espacio que ocupa un objeto.
- El tamaño se puede medir con una regla, una cinta métrica o incluso con una cuerda.
- Ejemplos: grande, pequeño, mediano, largo, corto, alto, ancho o diminuto

Demostración rápida: El maestro mostrará las imágenes. Los estudiantes pueden contar oralmente las unidades para encontrar la longitud de cada objeto. El maestro escribe las medidas después de que los estudiantes cuentan las unidades. Como clase, clasifiquen oralmente los objetos del más largo al más corto.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Activity 1.6A Lesson Guide -- Apply/Extend - #2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Clasificación de imágenes de revistas: los estudiantes buscarán y cortarán imágenes de revistas y las clasificarán según sus propiedades físicas. Las pegarán en sus diarios de ciencias y las etiquetarán de acuerdo con sus propiedades físicas. Los estudiantes contarán el número de imágenes recopiladas y registrarán (anotarán) este número en sus diarios de ciencias. Los estudiantes compartirán sus imágenes, reglas de clasificación con la clase y la cantidad de objetos en cada grupo.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Activity 1.6C - Student Lab - Extend 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Juego de combinación: los estudiantes cortan las tarjetas del juego en tarjetas individuales. Los estudiantes clasificarán las tarjetas para identificar y explorar qué imágenes coincidirán con los nombres y oraciones correctos.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Focused SEPs and RTCs

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Diagnostic Assessment - Student

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406065

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

# Publisher: TPS Publishing

## Science, (Spanish) Grade 1

**Program: *STEAM into Science - Grade 1 Spanish Edition: TEKS***

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes***

ISBN: 9781788055864

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 36

Location: Adjust bottom half of page

Original Text: New Content

Updated Text: Observar las propiedades Puedes describir un objeto observando sus propiedades. También puedes utilizar estas propiedades para clasificar objetos. Clasificar significa agrupar objetos en categorías en función de las propiedades que comparten. El color es una propiedad. Se puede observar de qué color es un objeto. La forma es una propiedad. Se puede observar qué forma tiene un objeto. La textura es una propiedad. Se puede observar qué textura tiene un objeto

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes***

ISBN: 9781788055864

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 179

Location: Adjust page and add to the end of 179

Original Text: New Content

Updated Text: Podemos utilizar este patrón para predecir las estaciones del año.

# Publisher: Houghton Mifflin Harcourt

## Science, (Spanish) Grade 2

**Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS***

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Current Page Number(s): Grade 2 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 2 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***

ISBN: 9780358841739

Proclamation 2024: Report of New Content (10/24/2023)

Page 1499 of 2091

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 5

Location: Item 8, Answer choice B

Original Text: New Content

Updated Text: "B. El tren es del mismo tamaño que el de Olivia, pero algunos bloques se ven diferentes"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 4

Location: Item 7, art in prompt, answer choice A art, answer choice B art, answer choice C art

Original Text: New Content

Updated Text: Image of block with dotted pattern added to flat, rectangular, light-shaded (stem, A, C)

Image of cubic rectangular prism darkened (stem, B, C)

Image of darker block in item C has a "axle" is visible underneath

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 5

Location: Item 8, art in prompt (Tren de Olivia, Tren de Julio, Tren de Ben)

Original Text: New Content

Updated Text: Image of middle block of Olivia's and Ben's trains have a dotted pattern.

Image of middle block of Julio's train has a diagonally-striped pattern.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1500 of 2091

Current Page Number(s): La materia cambia (TEKS 2.6.B) Examen breve, p. 2

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Lilibet quiere investigar dos botellas de leche. Pone una botella en el refrigerador y otra en una nevera portátil. Tanto el refrigerador como la nevera tienen una temperatura actual de 6 °C. La leche se congelará cuando alcance los 0 °C. ¿Cuánto más frío es necesario para que se congele la leche?

A. 0 °C

B. 3 °C

C. 6 °C"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pp. 117–122

Location: Actividad práctica, multiple pages

Original Text: New Content

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.7.B, Day 4, Screens 2–4, 6–7

Location: Actividad práctica, multiple screens

Original Text: New Content

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.7.B, Day 5, new screen before current Screen 4

Location: new screen

Original Text: New Content

Updated Text: [head] "Planifica una investigación

Planifica una investigación descriptiva de una montaña rusa para una bola de plastilina. Deberás empujar o tirar de la bola tres veces mientras se mueve. Traza una pista para la bola. Cuando tu maestro apruebe tu plan, lleva a cabo tu investigación. ¿Qué tan fuertes deben ser los empujes o tirones para que la bola siga moviéndose? ¿Qué sucede si empujas la bola con mucha fuerza? ¿Y si empujas la bola con mucha suavidad?"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 124

Location: bottom of page

Original Text: New Content

Updated Text: "Planifica una investigación descriptiva de una montaña rusa para una bola de plastilina. Deberás empujar o tirar de la bola tres veces mientras se mueve. Traza una pista para la bola. Cuando tu maestro apruebe tu plan, lleva a cabo tu investigación. ¿Qué tan fuertes deben ser los empujes o tirones para que la bola siga moviéndose? ¿Qué sucede si empujas la bola con mucha fuerza? ¿Y si empujas la bola con mucha suavidad?"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***

ISBN: 9780358841739

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): pp. 100–103

Location: Actividad práctica, multiple instances

Original Text: New Content

Updated Text: replace "ficha" with "pelota" each place it appears; replace references to "de un escritorio" with "del piso"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Objetos del cielo (TEKS 2.9) Prueba, p. 3

Location: Item 4, prompt and answer choices A–C

Original Text: New Content

Updated Text: "Tonya le describe a su amiga Eryn cómo el sol calienta la Tierra. Tonya le muestra a Eryn que sus datos de la temperatura de un lugar soleado del área de juegos son más altos que los de un lugar a la sombra. ¿Qué enunciado explica cómo la ciencia puede ayudar a Eryn en un día caluroso?"

A. Eryn sabe que, si necesita refrescarse, puede pararse a la sombra

B. Eryn sabe que, si quiere sentir más calor, puede pararse a la sombra

C. Eryn sabe que no importa el lugar donde se pare porque ella vive en Texas"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 282

Location: image of weather radar over map

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1502 of 2091

Updated Text: "Un meteorólogo hizo este pronóstico. Organizó los datos de una semana usando símbolos."

Image of a weekly weather forecast

"Organiza estos datos de un día usando símbolos en lugar de palabras.

7:00 a. m.: lluvioso

9:00 a. m.: ventoso

1:00 p. m.: soleado

5:00 p. m.: nublado"

[drawing box]

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.10.B, Day 4, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Un meteorólogo hizo este pronóstico. Organizó los datos de una semana usando símbolos."

Image of a weekly weather forecast

"Organiza estos datos de un día usando símbolos en lugar de palabras.

7:00 a. m.: lluvioso

9:00 a. m.: ventoso

1:00 p. m.: soleado

5:00 p. m.: nublado"

[drawing box]

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 409

Location: below Step 4

Original Text: New Content

Updated Text: "Paso 5

Organiza tus datos usando palabras. Compara la flor y la pajilla."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1503 of 2091

Current Page Number(s): TEKS Lesson 2.13.A, Day 2, Screen 3

Location: below Step 4

Original Text: New Content

Updated Text: "Paso 5

Organiza tus datos usando palabras. Compara la flor y la pajilla."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

## **Publisher: McGraw Hill**

### **Science, (Spanish) Grade 2**

**Program:** *McGraw Hill Ciencias para Texas, Grado 2: TEKS*

**Component:** *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Proclamation 2024: Report of New Content (10/24/2023)

Page 1504 of 2091



Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition**

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition**

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition**

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition**

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition**

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: G2 Pacing Guide

## **Publisher: Savvas Learning**

### **Science, (Spanish) Grade 2**

#### **Program: Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS**

**Component: Presentación de la vista preliminar a PCI y a los conceptos**

ISBN: 9781428553842

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 7

Location: Diseñar soluciones

Original Text: Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas.

Updated Text: This is a shared content. Add "3B" to TEKS list in top banner. Los científicos y los ingenieros definen problemas. Suelen trabajar juntos para diseñar soluciones a los problemas. Comunican las soluciones de varias maneras, tales como modelos, presentaciones y dibujos. ¿De qué manera está este ingeniero comunicando la solución en la que está trabajando?

**Component: Presentación de la vista preliminar a PCI y a los conceptos**

ISBN: 9781428553842

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Slide 27

Location: Los científicos y los ingenieros nos ayudan

Original Text: Los científicos y los ingenieros resuelven problemas para ayudar a los demás.

Updated Text: This is a shared content. Add "3B" to TEKS text in top banner. Los científicos y los ingenieros trabajan juntos para resolver problemas que ayudan a los demás. Comunican estas soluciones a otros escribiendo artículos, dando presentaciones o creando carteles.

**Component: Cartas de la escuela al hogar, Tema 1**

ISBN: 9781428553842

Location: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1506 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La materia”, los estudiantes aprenden sobre la materia y sus propiedades. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Propiedades de la materia ● Experiencia 2: Cambios en la materia ● Experiencia 3: Combinación de la materia En la Experiencia 1, los estudiantes investigan las propiedades de la materia, incluyendo la textura, la flexibilidad y la temperatura. En la Experiencia 2, investigan los cambios en la materia a través de procesos como cortar, doblar, lijar, derretir y congelar. En la Experiencia 3, demuestran que la materia puede estar formada por objetos que, a su vez, están constituidos por unidades más pequeñas, y que esas unidades pueden combinarse o reensamblarse para formar nuevos objetos con distintos fines. También explican por qué los materiales se eligen en función de sus propiedades físicas. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.6A Clasificar la materia por las propiedades físicas observables, incluyendo textura, flexibilidad y temperatura relativa, e identificar si un material es sólido o líquido. ● 2.6B Realizar una investigación descriptiva para explicar cómo se pueden cambiar las propiedades físicas a través de procesos, tales como cortar, doblar, lijar, derretir o congelar. ● 2.6C Demostrar que unidades pequeñas, tales como los bloques de construcción, se pueden combinar o volver a armar para formar nuevos objetos con diferentes propósitos y explicar los materiales elegidos en función de sus propiedades físicas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1B Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas simples. ● 2.2B Analizar datos a través de la identificación de características y patrones significativos. ● 2.2D Evaluar un diseño u objeto usando criterios para determinar si funciona según lo previsto. ● 2.5C Medir y describir las propiedades de objetos en términos de tamaño y cantidad. Para iniciar este tema, los estudiantes miran y responden a un corto video de fenómeno de anclaje sobre la elaboración de chocolates en el hogar. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo cambian las propiedades de este chocolate? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 2***

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La fuerza y el movimiento”, los estudiantes aprenden sobre la fuerza y el movimiento que se puede ejercer sobre los objetos. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Empujones ● Experiencia 2: El movimiento Primero, en la Experiencia 1, los estudiantes investigan cómo los objetos se empujan unos a otros y cómo pueden cambiar de forma cuando se tocan o se chocan. Luego, en la Experiencia 2, investigan cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.7A Explicar cómo los objetos se empujan entre sí y pueden cambiar su forma cuando se tocan o chocan. ● 2.7B Planificar y realizar una investigación descriptiva para demostrar cómo la fuerza con la que se empuja y jala cambia a un objeto en movimiento. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1B Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas simples. ● 2.3A Desarrollar explicaciones apoyadas en datos. ● 2.5B Investigar y predecir relaciones de causa-efecto en la ciencia. Para iniciar este tema, los estudiantes

Proclamation 2024: Report of New Content (10/24/2023)

miran y responden a un corto video del fenómeno de anclaje que muestra maquinaria de construcción que usa empujones y jalones para cambiar la forma y las características de un terreno. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿De qué manera modifica el terreno una construcción? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 3***

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “El sonido y el volumen”, los estudiantes aprenden sobre el sonido como una forma de energía. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El sonido ● Experiencia 2: El volumen ● Experiencia 3: El sonido y sus usos En la Experiencia 1, los estudiantes investigan cómo el sonido viaja a través de la materia. Luego, en la Experiencia 2, exploran por qué se usan distintos niveles de sonido en distintas situaciones. Por último, en la Experiencia 3, los estudiantes aprenden sobre cómo el sonido sirve para comunicarse a la distancia y diseñan un aparato que les permite hacer eso. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.8A Demostrar y explicar que el sonido es producido por la materia vibrante y que las vibraciones pueden ser causadas por distintos medios, incluyendo el sonido. ● 2.8B Explicar cómo se usan diferentes niveles de sonido en la vida diaria, tales como un susurro en un salón de clases o una alarma de incendio. ● 2.8C Diseñar y construir un dispositivo usando herramientas y materiales que usan el sonido para resolver el problema de la comunicación causado por la distancia. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1G Desarrollar y usar modelos para representar fenómenos, objetos y procesos. ● 2.2D Evaluar un diseño u objeto usando criterios para determinar si funciona según lo previsto. ● 2.4B Identificar a científicos e ingenieros. ● 2.5C Describir las propiedades de objetos en términos de cantidad. ● 2.5E Identificar formas de energía y propiedades de la materia. Para iniciar este tema, los estudiantes miran y responden a un corto video de fenómeno de anclaje donde se ve una ciudad llena de distintos sonidos. A medida que los estudiantes avanzan en las Experiencias, usarán actividades que les ayudarán a comprender el sentido y responder a la pregunta del fenómeno de anclaje: ¿Por qué la sirena es el sonido más fuerte? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 4***

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Patrones en el cielo”, los estudiantes aprenden que en el mundo natural existen patrones reconocibles que pueden observarse a través de sistemas y procesos. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El Sol y la Luna ● Experiencia 2: El estado del tiempo ● Experiencia 3: Fenómenos de tiempo severos En la Experiencia 1, los estudiantes describen al Sol como una estrella y reconocen que la Luna refleja la luz del Sol. Luego, en la Experiencia 2, miden, anotan y grafican información meteorológica. Finalmente, en la Experiencia 3, investigan distintos fenómenos de tiempo severos y explican que cada uno es más frecuente en determinadas partes de los Estados Unidos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.9A Describir al Sol como una estrella que proporciona luz y calor, y explicar que la Luna refleja la luz del Sol. ● 2.9B Observar los objetos en el cielo usando herramientas, tales como un telescopio, y comparar cómo los objetos en el cielo son más visibles y pueden parecer diferentes con la herramienta que cuando se miran sin ayuda. ● 2.10B Medir, anotar y graficar información meteorológica, incluida la temperatura y la precipitación. ● 2.10C Investigar diferentes tipos de eventos meteorológicos severos, tales como un huracán, tornado o inundación, y explicar que algunos eventos son más probables que otros en una región determinada. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1F Anotar y organizar datos usando imágenes, números, palabras, símbolos y gráficas simples. ● 2.2B Analizar datos a través de la identificación de características y patrones significativos. ● 2.5B Investigar y predecir relaciones de causa-efecto en la ciencia. Para iniciar este tema, los estudiantes miran y responden a un corto video de fenómeno de anclaje en el cual se observa cómo va cambiando el estado del tiempo en una ruta. A medida que los estudiantes avanzan en las Experiencias, usarán actividades que les ayuden a comprender el sentido y responder a la pregunta del fenómeno de anclaje: ¿Cómo cambia el estado del tiempo? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 5***

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los recursos de la Tierra”, los estudiantes aprenden sobre los recursos de la Tierra. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El movimiento de los materiales de la Tierra ● Experiencia 2: Los recursos ● Experiencia 3: La protección de los recursos En la Experiencia 1, los estudiantes investigan la manera en que el movimiento del agua y el viento pueden cambiar la superficie de la Tierra. A continuación, en la Experiencia 2, distinguen entre los recursos naturales y los recursos creados por los seres humanos. Finalmente, en la Experiencia 3, reconocen que las personas influyen en los recursos y que los recursos se pueden conservar por medio de la reutilización y el reciclaje. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.10A Investigar y describir cómo el viento y el agua mueven suelo y partículas de roca a través de la superficie terrestre, tales como el viento que sopla arena creando dunas en una playa o un río que arrastra rocas a medida que fluye. ● 2.11A Distinguir entre recursos naturales y los creados por el hombre. ● 2.11B Describir cómo se puede limitar el impacto humano tomando decisiones para conservar y desechar adecuadamente los materiales, tales como reduciendo su uso, reutilizando o reciclando papel, plástico y metal. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1G Desarrollar y usar modelos para representar fenómenos, objetos y procesos. ● 2.4A Explicar cómo la ciencia o una innovación pueden ayudar a otros. ● 2.5B Investigar relaciones de causa-efecto en la ciencia. Para iniciar este tema, los estudiantes miran y responden a un

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corto video de fenómeno de anclaje sobre la formación rocosa del Faro en el Cañón de Palo Duro, en Texas. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo obtuvo su forma Faro Rock? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 6**

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Las plantas y los animales”, los estudiantes aprenden sobre las estructuras de las plantas y los animales que los ayudan a interactuar y sobrevivir en sus medioambientes. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Las plantas ● Experiencia 2: Los animales ● Experiencia 3: Los ciclos de vida de los animales En la Experiencia 1, los estudiantes identificarán las raíces, los tallos, las hojas, las flores, los frutos y las semillas de las plantas y compararán cómo estas estructuras ayudan a diferentes plantas a satisfacer sus necesidades básicas para la supervivencia. En la Experiencia 2, aprenderán sobre y compararán cómo las estructuras y los comportamientos de los animales les permiten encontrar y consumir alimento, agua y aire, y explorarán cómo ser parte de un grupo los ayuda a conseguir alimento, defenderse del peligro y afrontar cambios. Finalmente, en la Experiencia 3, explorarán el ciclo de vida de las ranas y las mariposas. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.13A Identificar raíces, tallos, hojas, flores, frutos y semillas de las plantas y comparar cómo estas estructuras ayudan a las distintas plantas a satisfacer sus necesidades básicas para sobrevivir. ● 2.13B Anotar y comparar cómo las estructuras y comportamientos de los animales les ayudan a encontrar y consumir alimentos, agua y aire. ● 2.13C Anotar y comparar cómo ser parte de un grupo ayuda a los animales a obtener alimentos, defenderse y superar cambios. ● 2.13D Investigar y describir algunos de los ciclos de vida únicos de los animales donde los animales jóvenes no se parecen a sus padres, incluyendo mariposas y ranas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.2A Identificar ventajas y limitaciones básicas de modelos, tales como su tamaño, propiedades y materiales. ● 2.3A Desarrollar explicaciones apoyadas en datos y modelos. ● 2.5A Identificar y usar patrones para describir fenómenos. ● 2.5D Examinar las partes de un entero para definir o modelar un sistema. ● 2.5F Describir la relación entre la estructura y el funcionamiento de objetos. Para iniciar este tema, los estudiantes miran y responden a un corto video de fenómeno de anclaje en el que se ve cómo interactúan las abejas y las plantas y cómo se comunican las abejas para obtener comida. De esta manera, los estudiantes exploran las diferentes partes de las plantas y los animales y la forma en que los animales se benefician al vivir en grupos. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo le ayuda a una abeja a sobrevivir ser parte de una colmena? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar, Tema 7**

ISBN: 9781428553842

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Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Organismos y medioambientes”, los estudiantes aprenden sobre cómo los organismos interactúan unos con otros y con su medioambiente. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Medioambientes ● Experiencia 2: Los seres vivos en sus medioambientes ● Experiencia 3: Cadenas alimentarias En la Experiencia 1, los estudiantes identifican diferencias de distintos medioambientes y describen de qué manera las características físicas de un medioambiente sustentan la flora y fauna de un ecosistema. En la Experiencia 2, explican y demuestran de qué manera algunas plantas dependen de otros seres vivos, del viento o del agua para la polinización y la dispersión de sus semillas. Por último, en la Experiencia 3, describen el propósito del modelo de la cadena alimentaria, identifican a los productores y los consumidores dentro de la cadena y luego crean sus propias cadenas alimentarias para demostrar de qué manera los animales dependen de otros seres vivos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 2.12A Describir cómo las características físicas de los medioambientes, incluyendo la cantidad de lluvia, sostienen a plantas y animales dentro de un ecosistema. ● 2.12B Crear y describir cadenas alimenticias que identifiquen a productores y consumidores para demostrar cómo los animales dependen de otros seres vivos. ● 2.12C Explicar y demostrar cómo algunas plantas dependen de otros seres vivos, del viento o del agua para la polinización y para dispersar sus semillas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 2.1G Desarrollar modelos para representar fenómenos y/o procesos. ● 2.3A Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 2.5A Identificar y usar patrones para describir fenómenos. ● 2.5D Examinar las partes de un entero para definir o modelar un sistema. Para iniciar este tema, los estudiantes miran y responden a un corto video de fenómeno de anclaje sobre cómo el nopal es importante para los animales que viven en el desierto. A medida que los estudiantes avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo ayuda un nopal al ecosistema del desierto de Texas? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas***

ISBN: 9781428553842

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See lin

**Component: *Guía de comunicación entre la escuela y el hogar***

ISBN: 9781428553842

Location: New Content

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Guía de comunicación entre la escuela y el hogar SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores:

- Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año.
- Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar.
- Reparta las cartas De la escuela al hogar para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes.
- Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido.
- Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario.
- Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

## Publisher: Summit K12 Holdings

### Science, (Spanish) Grade 2

#### Program: *Dynamic Science (Spanish) 2nd Grade: TEKS*

**Component:** *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each 2nd Grade TEKS Lesson Guide.

**Component:** *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Lesson Guide - Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each 2nd Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Performance Task

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each 2nd Grade TEKS.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each 2nd Grade TEKS.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each 2nd Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each 2nd Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Teaching Note

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each 2nd Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Diagnostic Assessment - Student

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments have added to support assessing student learning.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnostic Assessments Teacher Guide have added to support teachers in assessing student learning.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406089

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

## **Publisher: TPS Publishing**

### **Science, (Spanish) Grade 2**

#### **Program: *STEAM into Science - Grade 2 Spanish Edition: TEKS***

**Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 2 Edición para el profesor***

ISBN: 9781788055789

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 65

Location: Top of page

Original Text: New Content

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Updated Text: Coloca un asterisco junto a los siguientes materiales de la lista: papel de lija, madera, cera, agua, papel y plastilina. Coloca otro asterisco como se muestra aquí: Observación: Coloca los \*materiales enumerados anteriormente sobre la mesa para que los examinen los alumnos.

## **Publisher: Houghton Mifflin Harcourt**

### **Science, (Spanish) Grade 3**

#### **Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS***

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3***

ISBN: 9780358881667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 3.1-3.5 Banco de destrezas y temas, p. 24

Location: Item 57, New Item after 56 (which is now numbered Item 57)

Original Text: New Content

Updated Text: "Los datos muestran que Josie tarda 22 minutos en prepararse para la escuela cada mañana. Como le gusta seguir durmiendo, suele llegar tarde. Debes proponer una solución para resolver el problema de prepararse en 15 minutos o menos. ¿Cuáles de las siguientes opciones podrías proponer? Elige DOS respuestas correctas.

- A. Josie debería atarse los zapatos previamente cada noche.
- B. Josie no debería lavarse los dientes para ahorrar 3 minutos cada mañana.
- C. Josie debería preparar sus útiles el día anterior para no tener que apresurarse a empacar la mochila cada mañana.
- D. Josie debería elegir la ropa antes de irse a dormir cada noche para no tener que pasar tiempo eligiéndola por la mañana."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 3

Location: Práctica matemática

Original Text: New Content

Updated Text: "Práctica matemática: Haz una gráfica de barras con los datos que has reunido sobre el agua."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 65

Location: Práctica matemática

Original Text: New Content

Updated Text: "Práctica matemática: Haz una gráfica de barras con los datos que has reunido sobre el agua."

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**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 3

Location: All Paso Numbers

Original Text: New Content

Updated Text: "Paso 5, Paso 6, Paso 7, Paso 8, Paso 10"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 61

Location: First column, Paso numbers

Original Text: New Content

Updated Text: "Pasos 5–6", "Pasos 7–8", "Paso 10"

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 2, Screen 2

Location: end of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 2, Screen 3

Location: after Paso 3

Original Text: New Content

Updated Text: "Paso 4

Repite esta investigación con un crayón derretido. Mide la temperatura cada 5 minutos durante 20 minutos. Observa y anota el cambio en el estado de la materia."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 2

Location: end of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 3

Location: after Paso 7

Original Text: New Content

Updated Text: "Paso 9

Repite esta investigación con un crayón. Pide al maestro que te ayude a colocar el vaso de precipitados con el crayón sobre la hornilla. Mide la temperatura cada 30 segundos durante 5 minutos. Observa y anota el cambio en el estado de la materia."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 5, Screen 2

Location: Image Gallery

Original Text: New Content

Updated Text: New image of lit, horizontal candle with dripping, melted wax. Caption, "Al quemarse, la cera de una vela se derrite y se convierte en un líquido."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 5, Screen 2

Location: Image Gallery

Original Text: New Content

Updated Text: New image of lit candle with wax around it that was clearly melted and then solidified after moving away from the flame. Caption, "Al enfriarse, la cera de una vela se endurece y se convierte en un sólido."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 57

Location: bottom of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 58

Location: after Paso 3

Original Text: New Content

Updated Text: "Paso 4

Repite esta investigación con un crayón derretido. Mide la temperatura cada 5 minutos durante 20 minutos. Observa y anota el cambio en el estado de la materia."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 62

Location: bottom of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): p. 65

Location: after Paso 7

Original Text: New Content

Updated Text: "Paso 9

Repite esta investigación con un crayón. Pide al maestro que te ayude a colocar el vaso de precipitados con el crayón sobre la hornilla. Mide la temperatura cada 30 segundos durante 5 minutos. Observa y anota el cambio en el estado de la materia."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 53

Location: Día 2: La caída de la temperatura, Parte 1, bottom of Materiales List, middle of first column

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 53

Location: Día 3: La caída de la temperatura, Parte 2, bottom of Materiales List, bottom of first column

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: 2nd column, bottom of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 59

Location: middle of 1st column, after Paso 3

Original Text: New Content

Updated Text: "Paso 4

Mientras los estudiantes repiten la actividad, recuérdelos que deben comparar sus observaciones sobre el crayón derretido con las observaciones sobre el agua."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

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Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): p. 60

Location: 2nd column, bottom of Materiales List

Original Text: New Content

Updated Text: "• crayones"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 61

Location: First column, middle of column, after Pasos 6–7

Original Text: New Content

Updated Text: "Paso 9

Mientras los estudiantes repiten la investigación, pídeles que comparen las diferencias en la forma en que el agua y el crayón cambiaron."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pp. 63–65

Location: all Pasos

Original Text: New Content

Updated Text: p. 63: "Paso 5, Paso 6"

p. 64: "Paso 7"

p. 65: "Paso 8, Paso 10"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Bottom left of page

Original Text: New Content

Updated Text: Photo of a lit candle turned on its side dripping hot, melted wax. Caption, "Al quemarse, la cera de una vela se funde y se convierte en un líquido."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Page 1522 of 2091

Current Page Number(s): p. 73

Location: Bottom right of page

Original Text: New Content

Updated Text: Photo of candle with solidified wax where it had been melted. Caption, "Al enfriarse, la cera de una vela se endurece y se convierte en un sólido."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Current Page Number(s): TEKS Lesson 3.7.B, add new screen after Día 5, Screen 1

Location: new full screen

Original Text: New Content

Updated Text: "Planificar y llevar a cabo una investigación descriptiva

Mira la imagen. Piensa en lo que sabes sobre los empujes y tirones.

[image of person with soccer ball]

Planifica una investigación descriptiva para demostrar cómo se puede cambiar la posición y el movimiento con empujes y tirones. En tu investigación, usa un objeto, como un lápiz o una goma de borrar, para mostrar:

- cómo se puede cambiar la posición de un objeto con un empuje
- cómo se puede cambiar la posición de un objeto con un tirón
- cómo se puede cambiar el movimiento de un objeto con un empuje
- cómo se puede cambiar el movimiento de un objeto con un tirón

Lleva a cabo tu investigación. Recuerda que debes reunir datos y anotar tus observaciones. Describe lo que ves y lo que hayas aprendido y que no sabías."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 161

Location: Top half of page

Original Text: New Content

Updated Text: "Planificar y llevar a cabo una investigación descriptiva

Mira la imagen. Piensa en lo que sabes sobre los empujes y tirones.

[image of person with soccer ball]

Planifica una investigación descriptiva para demostrar cómo se puede cambiar la posición y el movimiento con empujes y tirones. En tu investigación, usa un objeto, como un lápiz o una goma de borrar, para mostrar:

- cómo se puede cambiar la posición de un objeto con un empuje
- cómo se puede cambiar la posición de un objeto con un tirón
- cómo se puede cambiar el movimiento de un objeto con un empuje
- cómo se puede cambiar el movimiento de un objeto con un tirón

Lleva a cabo tu investigación. Recuerda que debes reunir datos y anotar tus observaciones. Describe lo que ves y lo que hayas aprendido y que no sabías."

Adjust formatting of text and images on pp. 161–163 to accommodate addition.

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Middle of page, left column

Original Text: New Content

Updated Text: "Planificar y llevar a cabo una investigación descriptiva

Use la imagen de la pelota de fútbol para guiar a los estudiantes mientras planifican su investigación. Pídeles que piensen en cómo podrían empujar y tirar de la pelota de fútbol para cambiar su posición y movimiento.

Ayude a los estudiantes a identificar objetos del salón de clases que funcionarían bien para esta investigación. Sugiera que los estudiantes que tengan dificultades con el objeto elegido piensen en la posibilidad de usar otro."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Bottom half of right column, Apoyo para las respuestas de los estudiantes

Original Text: New Content

Updated Text: "Identifica los patrones de tu actividad para explicar la revolución de la Luna y la Tierra. Dibuja un sistema del Sol, la Tierra y la Luna. Usa flechas para mostrar el patrón de movimiento de cada uno de estos objetos."

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ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: Boleto de salida direction line

Original Text: New Content

Updated Text: "Identifica los patrones de tu actividad para explicar la revolución de la Luna y la Tierra. Dibuja un sistema del Sol, la Tierra y la Luna. Usa flechas para mostrar el patrón de movimiento de cada uno de estos objetos."

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ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.9.A, Día 2, Screen 7

Location: Drawing interactivity, prompt

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Original Text: New Content

Updated Text: "Identifica los patrones de tu actividad para explicar la revolución de la Luna y la Tierra. Dibuja un sistema del Sol, la Tierra y la Luna. Usa flechas para mostrar el patrón de movimiento de cada uno de estos objetos."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Current Page Number(s): TEKS Lesson 3.9.B, add new screen after Día 4, Screen 2

Location: new full screen

Original Text: New Content

Updated Text: "Trabaja en grupo para comunicar explicaciones en una variedad de formatos. Explica cómo cada profesión que investigaste se relaciona con la exploración espacial. Explica cómo las profesiones trabajan con la ciencia, la tecnología, la ingeniería y las matemáticas. Tu grupo puede escribir un informe, hacer un cartel o hacer una presentación para comunicar las explicaciones."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Bottom half of page

Original Text: New Content

Updated Text: "Trabaja en grupo para comunicar explicaciones en una variedad de formatos. Explica cómo cada profesión que investigaste se relaciona con la exploración espacial. Explica cómo las profesiones trabajan con la ciencia, la tecnología, la ingeniería y las matemáticas. Tu grupo puede escribir un informe, hacer un cartel o hacer una presentación para comunicar las explicaciones."

Adjust formatting of text and images on pp. 262–263 to accommodate addition.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 204

Location: Bottom of right column

Original Text: New Content

Updated Text: "Después de la actividad, los estudiantes deben elegir entre una variedad de opciones para compartir sus explicaciones sobre cómo las profesiones que eligieron se relacionan con la exploración espacial."

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ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): TEKS Lesson 3.10.C, Día 6, Screen 3

Location: Paso 9

Original Text: New Content

Updated Text: "Construye tu modelo rediseñado. Luego, ponlo a prueba. Trabaja con tu compañero para comunicar la solución en una variedad de escenarios. Pueden compartirla con otro grupo, con toda la clase o con otra clase de la escuela."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.10.C, Día 5, Screen 3

Location: Paso 4

Original Text: New Content

Updated Text: "Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes compartirla con un compañero en tu pupitre o presentarla ante la clase. Puedes comunicarla usando tu dibujo o escribiendo una descripción breve."

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Paso 4

Original Text: New Content

Updated Text: "Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes compartirla con un compañero en tu pupitre o presentarla ante la clase. Puedes comunicarla usando tu dibujo o escribiendo una descripción breve."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 269

Location: Paso 9

Original Text: New Content

Updated Text: "Proporcione a los estudiantes los siguientes enunciados para apoyar su presentación:"

**Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Paso 5

Original Text: New Content

Updated Text: "Paso 9

Construye tu modelo rediseñado. Luego, ponlo a prueba. Trabaja con tu compañero para comunicar la solución en una variedad de escenarios. Pueden compartirla con otro grupo, con toda la clase o con otra clase de la escuela."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3***

ISBN: 9780358881667

Current Page Number(s): Grade 3 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 3 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

# Publisher: McGraw Hill

## Science, (Spanish) Grade 3

### Program: *McGraw Hill Ciencias para Texas, Grado 3: TEKS*

**Component:** *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781266117770

Current Page Number(s): 10

Location: Below EB/EL Promote Multilingualism and text

Original Text: New Content

Updated Text: Connect to the Chapter Question Students will revisit the chapter question throughout the chapter and lessons. Brainstorm different science tools they have used in the past.

**Component:** *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component:** *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Proclamation 2024: Report of New Content (10/24/2023)

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Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition**

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition**

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition**

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition**

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: G3 Pacing Guide

Proclamation 2024: Report of New Content (10/24/2023)

# Publisher: Savvas Learning

## Science, (Spanish) Grade 3

### Program: *Texas Experimenta las Ciencias Grade 3 (Print with digital): TEKS*

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro*

ISBN: 9781428553859

Link to Current Content:

[View Current Content](#)

Location: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 17

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 17 and Teacher Notes. Note: that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.iii.

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro*

ISBN: 9781428553859

Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 21 and Teacher Support. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.iv.

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro*

ISBN: 9781428553859

Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 19

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 19 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.v.

**Component:** *Presentación de la vista preliminar a PCI y a los conceptos: Analizar e interpretar datos: Diagramas de Venn, Diapositiva 15*

ISBN: 9781428553859

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos, Analizar e interpretar datos: Diagramas de Venn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 15 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.vi.

Updated Text: Slide 15 Analizar e interpretar datos: Diagramas de Venn Los diagramas de Venn ayudan a los científicos a comparar y contrastar los datos que reúnen. Para elaborar un diagrama de Venn, se dibujan dos círculos con una sección donde se superponen. Agrega los datos que son iguales en la sección donde los círculos se superponen. Agrega los datos que son diferentes donde los círculos no se superponen. Venn diagram: two intersecting circles labeled "Plátano" and "Limón" Sample answers under "Plátano": liso, dulce, largo. Sample answers under "Limón": irregular, redondo, agrio. Sample answer of shared data: hay que quitar la cáscara, amarillo, tiene semillas ¿Cómo podemos comparar y contrastar plátanos y limones? Teacher Notes: Apoyo para el maestro Pregunte: ¿Qué tipo de diagrama es este? ¿Qué información pueden identificar? Ejemplo de respuesta: Es un diagrama de Venn. Muestra las similitudes y diferencias entre un plátano y un limón. Muestre la diapositiva siguiente y lea el texto con la clase. Comentar Explique que cuando analizamos datos, a veces necesitamos comparar y contrastar los datos que reunimos. En este caso, nuestros datos vienen de observaciones. En el diagrama que se muestra, los estudiantes deberían reconocer que: los datos que se aplican solo al plátano se encuentran en el lado izquierdo del diagrama, los datos que se aplican solo al limón se encuentran en el lado derecho del diagrama, y los datos que se aplican al plátano y al limón se encuentra en el medio, la parte del diagrama que se superpone. Usar un diagrama de Venn hace que la similitudes y diferencias entre las dos cosas sean más visibles.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro***

ISBN: 9781428553859

Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 28. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G4, TEKS 3.B.iv.

Updated Text: Slide 28 Comunicar en una variedad de formatos Los científicos e ingenieros comunican sus explicaciones y soluciones de forma individual y colaborativa en diversos formatos. Pueden escribir artículos, crear modelos o prototipos o participar en mesas redondas para explicar sus investigaciones individualmente o en colaboración con otros científicos. ¿Cuáles son algunas formas en las que pueden comunicar una explicación a la clase? Teacher Support Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican diariamente en diversos formatos. Hablan, escriben artículos para la escuela, hacen dibujos, construyen modelos, etc. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Pida a los estudiantes que piensen en la variedad de formatos que usan para comunicar sus ideas. Pregunte: ¿Qué formato te gusta más para comunicar tus ideas? ¿Por qué? ¿Es el mismo en todas las situaciones? Los estudiantes podrían responder que les gusta escribir sus ideas en un diario. O que les gusta hablar con la familia y los amigos. La situación puede determinar el tipo de formato de comunicación que prefieren los estudiantes. Recuerde a los estudiantes que cuando otras personas comunican sus ideas, es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro***

ISBN: 9781428553859

Link to Current Content:

[View Current Content](#)

Location: Prácticas de ciencias e ingeniería y temas y conceptos recurrentes, Comunicación: Comunicar explicaciones, Diapositiva 26

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 26. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G4, TEKS 3.B.v.

Updated Text: Slide 26 Comunicar en una variedad de escenarios Los científicos e ingenieros comunican sus explicaciones y soluciones de manera individual y de manera colaborativa en una variedad de escenarios. Pueden hacer presentaciones a sus colegas o al público general de manera individual. Pueden colaborar con otros científicos en estas presentaciones. ¿Cuáles son algunos de los escenarios en los que pueden comunicar una explicación o una solución? Teacher Support Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican en una variedad de escenarios a diario. Hablan con sus compañeros en la escuela, con sus compañeros de equipo en una práctica deportiva, y con adultos en sus hogares. Muestre la siguiente diapositiva. Léala con la clase. Discusión Pida a los estudiantes que piensen cómo comunican información en la escuela en comparación con cómo lo hacen en sus hogares. Pregunte: Cuando comunican información en la escuela, ¿lo hacen de la misma manera en que lo hacen en sus hogares? Expliquen su respuesta. Ejemplo de respuesta: A veces, la manera en que comunico información en la escuela es diferente de cómo lo hago en mi hogar. En la escuela, doy respuestas más formales que las respuestas que doy en mi hogar. Explique a los estudiantes que los científicos y los ingenieros también trabajan juntos, o se colaboran entre ellos. Pida a los estudiantes que piensen sobre la última vez que trabajaron juntos en un proyecto en la escuela y lo comparen con jugar un juego con un amigo. Pregunte: ¿Cómo se comunicaron durante el proyecto en la escuela en comparación con cómo lo hicieron durante el juego con un amigo? Los estudiantes quizá respondan que se comunicaron de estilos diferentes al presentar un proyecto o planificar un juego con sus compañeros de equipo durante un partido. También pueden decir que tuvieron que hablar en voz baja durante la clase, en diferencia a lo que hicieron durante el juego. Recuerde a los estudiantes que cuando otras personas están comunicando sus ideas es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

**Component: *Cartas de la escuela al hogar, Tema 1***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La materia”, los estudiantes aprenden e investigan sobre las propiedades de la materia. Las experiencias en este tema son las siguientes: ● Experiencia 1: Propiedades de la materia ● Experiencia 2: Sólidos, líquidos y gases ● Experiencia 3: Materiales combinados Primero, en la Experiencia 1, los estudiantes investigan las propiedades de la materia, incluyendo la temperatura, la masa, el magnetismo y la capacidad de hundirse o flotar en el agua. A continuación, en la Experiencia 2, los estudiantes describen y clasifican materia en sólidos, líquidos o gases. Observan y registran cómo el calor o el frío pueden cambiar el estado de la materia. Finalmente, en la Experiencia 3, los estudiantes aprenden cómo los materiales se pueden combinar para crear o modificar objetos. Usan sus conocimientos de las propiedades físicas para justificar la selección de materiales al combinarlos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ●

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3.6A Medir, poner a prueba y anotar las propiedades físicas de la materia, incluyendo temperatura, masa, magnetismo y la habilidad de hundirse o flotar en el agua. ● 3.6B Describir y clasificar muestras de materia en cuanto a sólidos, líquidos y gases, y demostrar que los sólidos tienen una forma definida y que los líquidos y gases toman la forma de su recipiente. ● 3.6C Predecir, observar y anotar los cambios en el estado de la materia causados por calentamiento o enfriamiento en una variedad de sustancias, tales como el hielo que se convierte en agua líquida, la condensación que se forma en el exterior de un vaso o el agua líquida que se calienta hasta el punto de convertirse en vapor de agua (gas). ● 3.6D Demostrar que los materiales se pueden combinar con base en sus propiedades físicas para crear o modificar objetos, tales como la construcción de una torre o la adición de arcilla a la arena para hacer un ladrillo más fuerte y justificar la selección de los materiales con base en sus propiedades físicas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.2D Evaluar un diseño u objeto usando criterios. ● 3.5B Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje que muestra cómo se hace helado con nitrógeno líquido. Observarán cómo la crema líquida se convierte en un sólido cuando se combina con nitrógeno líquido. A medida que los estudiantes avanzan a lo largo de las Experiencias, usarán actividades de creación de sentido que los ayudarán a responder a la pregunta del fenómeno de anclaje, ¿Cómo puedes hacer helado en un instante? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente,

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**Component: *Cartas de la escuela al hogar, Tema 2***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, "La fuerza y el movimiento", los estudiantes aprenden e investigan sobre la fuerza y el movimiento. Las experiencias en este tema son las siguientes: ● Experiencia 1: Las fuerzas ● Experiencia 2: Posición y movimiento Primero, en la Experiencia 1, investigan sobre empujones, jalones, magnetismo y gravedad, y exploran cómo esas fuerzas hacen que los objetos se muevan. Luego, en la Experiencia 2, aprenden sobre cómo las fuerzas influyen en la posición y el movimiento de un objeto. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 3.7A Demostrar y describir las fuerzas que actúan sobre un objeto en contacto o a distancia, incluyendo magnetismo, gravedad y empujar y jalar. ● 3.7B Planificar y realizar una investigación descriptiva para demostrar y explicar cómo la posición y el movimiento pueden cambiar al empujar y jalar objetos, tales como columpios, pelotas y carros de juguete. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1A Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 3.3C Usar escala, proporción y cantidad para describir, comparar o modelar diferentes sistemas. ● 3.5A Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 3.5B Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden al video del fenómeno de anclaje, en el que hay atletas en una carrera de obstáculos, y luego exploran diferentes fuerzas para explicar cómo las personas usan las fuerzas para completar la carrera de obstáculos. A medida que avanzan a lo largo de las Experiencias, repasarán la pregunta del fenómeno de anclaje, ¿Cómo puede una persona completar una carrera de obstáculos? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender

conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente,  
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**Component: *Cartas de la escuela al hogar, Tema 3***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La energía”, los estudiantes aprenden que la energía está en todos lados y que puede ser observada en ciclos, patrones o sistemas. Las experiencias en este tema son las siguientes: ● Experiencia 1: La energía en nuestro mundo ● Experiencia 2: Energía mecánica Primero, en la Experiencia 1, los estudiantes identifican formas de energía incluyendo la luminosa, sonora, térmica y mecánica. Dan ejemplos de la vida diaria para cada tipo de energía. Luego, en la Experiencia 2, los estudiantes demuestran cómo la rapidez de un objeto está relacionada con su energía mecánica. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 3.8A: Identificar ejemplos de energía en la vida diaria, incluyendo luminosa, sonora, térmica y mecánica. ● 3.8B: Planificar y realizar investigaciones que demuestren cómo la velocidad de un objeto está relacionada con su energía mecánica. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 3.2B: Analizar datos a través de la identificación de cualquier característica significativa, patrón u origen de un error. ● 3.3C: Escuchar activamente las explicaciones de otros para identificar evidencia relevante y participar respetuosamente en la discusión científica. ● 3.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 3.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. ● 3.5E: Investigar el flujo de energía y el ciclo de la materia a través de los sistemas. Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje de una montaña rusa en movimiento. Este video los ayudará a comenzar a explorar la pregunta del fenómeno de anclaje, ¿Cómo se puede construir una montaña rusa más rápida? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 4***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La Tierra y el espacio”, los estudiantes aprenden sobre las órbitas de la Tierra y la Luna y las órbitas de los planetas alrededor del Sol, y empiezan a entender su relación con los cambios en el cielo nocturno. Las experiencias en este tema son las siguientes: ● Experiencia 1: Patrones en el espacio ● Experiencia 2: El sistema solar Primero, en la Experiencia 1, investigan las órbitas del Sol, la Tierra y la Luna. Luego, en la Experiencia 2, hacen una lista de los planetas de nuestro sistema solar y los ordenan según su cercanía al Sol. Los principales TEKS de contenido cubiertos en este tema son los

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siguientes: ● 3.9A Construir modelos y explicar las órbitas del Sol, la Tierra y la Luna en relación con cada uno. ● 3.9B Identificar el orden de los planetas en el sistema solar de la Tierra en relación con el Sol. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1G Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema. ● 3.2A Identificar ventajas y limitaciones de modelos, tales como su tamaño, escala, propiedades y materiales. ● 3.5A Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 3.5B Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje sobre el sistema solar, la órbita de la Tierra alrededor del Sol y la órbita de la Luna alrededor de la Tierra. A medida que los estudiantes avanzan a lo largo de las Experiencias, responderán a la pregunta del fenómeno de anclaje, ¿Por qué cambia el cielo nocturno? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 5***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Patrones en la Tierra”, los estudiantes aprenden sobre los patrones de las condiciones del tiempo, la estructura de la Tierra y la importancia de los recursos naturales. Las experiencias en este tema son las siguientes: ● Experiencia 1: El estado del tiempo ● Experiencia 2: Cambios lentos en la Tierra ● Experiencia 3: Cambios rápidos en la Tierra ● Experiencia 4: Los recursos naturales y la conservación Primero, en la Experiencia 1, los estudiantes medirán y compararán las condiciones del estado del tiempo. A continuación, en la Experiencia 2, describirán cómo se forma el suelo mediante la meteorización y la descomposición. Luego, en la Experiencia 3, explorarán los cambios rápidos de la Tierra. Finalmente, en la Experiencia 4, explicarán cómo las personas usan los recursos y la importancia de la conservación de los recursos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 3.10A Comparar y describir los cambios diarios del estado del tiempo en distintos lugares al mismo tiempo, incluyendo temperatura del aire, dirección del viento y precipitación. ● 3.10B Investigar y explicar cómo los suelos, tales como la arena y la arcilla, se forman por la meteorización de la roca y por la descomposición de restos de plantas y animales. ● 3.11A Explorar y explicar cómo los seres humanos usan los recursos naturales, tales como en la construcción, en la agricultura, en el transporte y en la fabricación de productos. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1A Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 3.1F Elaborar organizadores gráficos apropiados para reunir datos. ● 3.5A Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje sobre volcanes en Islandia. Explorarán las diferentes formas en que los volcanes cambian la superficie de la Tierra. A medida que los estudiantes avanzan a lo largo de las experiencias, usarán actividades que tengan sentido y ayuden a responder a la pregunta del fenómeno de anclaje: ¿De qué manera los volcanes cambian la superficie de la Tierra? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

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**Component: *Cartas de la escuela al hogar, Tema 6***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Las interacciones en los ecosistemas”, los estudiantes aprenden sobre los ecosistemas mientras exploran patrones, ciclos, sistemas y relaciones dentro de los ecosistemas. Las experiencias en este tema son las siguientes: ● Experiencia 1: Los organismos en los ecosistemas ● Experiencia 2: La energía en los ecosistemas ● Experiencia 3: Cambios en los ecosistemas ● Experiencia 4: Los fósiles En la Experiencia 1, explican cómo la temperatura y la precipitación afectan el crecimiento y el comportamiento animal y las respuestas de las plantas. En la Experiencia 2, describen el flujo de energía en una cadena alimentaria, y predicen cómo los cambios en una cadena alimentaria afectan al ecosistema. En la Experiencia 3, los estudiantes describen cómo los cambios naturales al ecosistema pueden ocasionar que los organismos prosperen, perezcan o cambien de ubicación. Finalmente, en la Experiencia 4, los estudiantes identifican fósiles como evidencia de organismos vivos del pasado y sus medioambientes. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 3.12A Explicar cómo la temperatura y la precipitación afectan el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y las respuestas de las plantas a través del letargo. ● 3.12B Identificar y describir el flujo de energía en una cadena alimenticia y predecir cómo los cambios en una cadena alimenticia, tales como la eliminación de ranas de un estanque o de abejas de un campo, afectan al ecosistema. ● 3.12C Describir cómo los cambios naturales en el medioambiente, tales como inundaciones y sequías, hacen que algunos organismos prosperen y otros mueran o se trasladen a nuevos lugares. ● 3.12D Identificar fósiles como evidencia de organismos vivos y medioambientes del pasado, incluyendo fósiles comunes de Texas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1G Desarrollar y usar modelos para representar fenómenos y objetos. ● 3.2B Analizar datos a través de la identificación de cualquier patrón. ● 3.5A Identificar patrones para explicar fenómenos científicos. ● 3.5G Explicar cómo ciertos factores o condiciones afectan el cambio en organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje sobre la migración de las mariposas monarca y exploran por qué migran. A medida que avanzan en las Experiencias, responderán a la pregunta del fenómeno de anclaje, ¿Por qué las mariposas monarca vienen aquí? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente,

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Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 7***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Los organismos”, los estudiantes aprenden cómo las estructuras permiten a un organismo sobrevivir en cada etapa de su ciclo de vida. Las experiencias en este tema son las siguientes: ● Experiencia 1: Las estructuras y las funciones ●



Experiencia 2: Los ciclos de vida Primero, en la Experiencia 1, exploran y explican de qué manera las estructuras externas y las funciones de los animales les permiten sobrevivir en su medioambiente. Luego, en la Experiencia 2, exploran, ilustran y comparan los ciclos de vida de distintos organismos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 3.13A Explorar y explicar cómo las estructuras externas y las funciones de los animales, tales como el cuello de una jirafa o los pies palmeados de un pato, les permiten sobrevivir en su medioambiente. ● 3.13B Explorar, ilustrar y comparar los ciclos de vida en organismos, tales como los escarabajos, los grillos, los rábanos o las habas de lima. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 3.1A Hacer preguntas y definir problemas con base en observaciones o información de fenómenos. ● 3.1B Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas y usar prácticas de ingeniería para diseñar soluciones a problemas. ● 3.5F Explicar la relación entre la estructura y el funcionamiento de los objetos, organismos y sistemas. ● 3.5G Explicar cómo ciertos factores o condiciones afectan la estabilidad en organismos. Una de las mejores maneras para que los estudiantes comprueben lo que han Para iniciar este tema, los estudiantes miran y responden a un video corto del fenómeno de anclaje sobre picamaderos norteamericanos que usan diferentes estructuras, como sus picos, alas y garras, que los ayudan a sobrevivir en su medioambiente. A medida que los estudiantes avancen en las Experiencias, responderán a la pregunta del fenómeno de anclaje, ¿De qué manera las características del picamaderos norteamericano lo ayudan a sobrevivir en los bosques de Texas? aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente,

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Maestro/Maestra de Ciencias

**Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link.

**Component: *Guía de comunicación entre la escuela y el hogar***

ISBN: 9781428553859

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Guía de comunicación entre la escuela y el hogar SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores: ● Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta

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contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año. • Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar. • Reparta las cartas *De la escuela al hogar* para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes. • Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido. • Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario. • Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade 3**

#### **Program: *Dynamic Science (Spanish) 3rd Grade: TEKS***

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Third Grade TEKS Lesson Guide.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Proclamation 2024: Report of New Content (10/24/2023)

Page 1538 of 2091

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Engineering Design Challenge Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Third Grade TEKS.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Engineering Design Challenge Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Learning Activities

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Third Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Third Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Link to Current Content:

[View Current Content](#)

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Link to Current Content:

[View Current Content](#)

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

## **Publisher: TPS Publishing**

### **Science, (Spanish) Grade 3**

#### **Program: *STEAM into Science - Grade 3 Spanish Edition: TEKS***

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 3 - Libro de texto para estudiantes***

ISBN: 9781788059169

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1542 of 2091

Current Page Number(s): Page 21

Location: Directions, paragraph 2

Original Text: New Content

Updated Text: Se te ha mostrado cómo crear cada una de las siguientes entradas en tu organizador gráfico. Para cada una de las estaciones (enumeradas anteriormente) crea uno de los organizadores gráficos (enumerados a continuación) cuando recojas tus datos. Tómate tu tiempo para elaborar y comprender el uso de cada organizador gráfico. Una vez terminado, elige un enfoque y explica por qué es el mejor para mostrar la información.

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 3 - Libro de texto para estudiantes***

ISBN: 9781788059169

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 221

Location: Under the table

Original Text: New Content

Updated Text: Toma los datos que has recopilado en la tabla anterior y represéntalos utilizando un formato de mapa conceptual. Es importante que practiques la construcción de varios tipos de organizadores gráficos para que puedas comprender sus usos y ventajas, asegurándote de que seleccionas el correcto en diferentes situaciones.

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 3 - Libro de texto para estudiantes***

ISBN: 9781788059169

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 294

Location: Bottom of page

Original Text: New Content

Updated Text: A la hora de desarrollar, debatir y organizar soluciones como las enumeradas anteriormente, es importante que todos los implicados sean capaces de comunicarse eficazmente con quienes les rodean. Esto puede significar trabajar en equipo o individualmente. Por ejemplo, una persona puede ser responsable de pedir ayuda. Tendría que ser capaz de trabajar por su cuenta para producir diversas formas de ponerse en contacto con la gente, como carteles, entrevistas radiofónicas, informes, folletos y presentaciones. También deberán ser capaces de ofrecer información en distintos lugares, como escuelas, lugares de trabajo, edificios comunitarios, etc.

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 3 - Libro de texto para estudiantes***

ISBN: 9781788059169

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 340

Location: Bottom of page

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1543 of 2091

Updated Text: Después de evaluar tus soluciones, modifica tus planes. Trabaja por tu cuenta para crear una presentación de tus soluciones. Deberás incluir diferentes formatos en tu presentación, como dibujos, mapas conceptuales, soporte digital. Es posible que tu profesor te seleccione para realizar una presentación en otros contextos, como ante otra clase, padres/tutores o miembros de la comunidad.

**Component:** *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 3 - Libro de texto para estudiantes*

ISBN: 9781788059169

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 91

Location: At the end

Original Text: New Content

Updated Text: Podemos llevar a cabo investigaciones descriptivas para mostrar, y explicar, cómo se puede cambiar la posición y el movimiento empujando y tirando de objetos. Puedes hacerlo fácilmente en tu clase.

Puedes observar a tu profesor mientras empuja la puerta de la clase para cerrarla. Puedes describir cómo cambia la posición de la puerta al empujarla. Puedes describir cómo cambia el movimiento de la puerta al empujarla.

Observa cómo el profesor abre la puerta de la clase tirando de ella. Puedes describir cómo cambia la posición de la puerta al tirar de ella. Puedes describir cómo cambia el movimiento de la puerta al tirar de ella.

Una vez que hayas observado lo que ocurre, puedes describir y explicar lo que has observado.

## **Publisher: Houghton Mifflin Harcourt**

### **Science, (Spanish) Grade 4**

**Program:** *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 4: TEKS*

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): G4 Skills & Themes Bank (TEKS 4.1-4.5), p. 7

Location: item 13, answer choice A

Original Text: New Content

Updated Text: A. Si buscas mapas del estado del tiempo en una computadora

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Clasificación de la materia según sus propiedades (TEKS 4.6.A) Quiz p. 1

Location: Item 2, answer choice B

Original Text: New Content

Updated Text: B. Debe ser magnético

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Page 1544 of 2091



**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Transferencia de energía (TEKS 4.8.A) Quiz p. 1

Location: Item 1, answer choice D

Original Text: New Content

Updated Text: D. Un reloj despertador que suena

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): El sistema formado por la Tierra, la Luna y el Sol (TEKS 4.9) Test A, p. 5

Location: Item 8, second sentence

Original Text: New Content

Updated Text: "Predice si la iluminación de la luna aumentará o disminuirá en las próximas dos semanas"

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Test A, p.4

Location: Item 7, Answer choice C

Original Text: New Content

Updated Text: C. Todas las partes del ciclo del agua dependen de la energía del sol. El calor del sol hace que el agua se evapore.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Test A, p.4

Location: Item 7, prompt, add new sentence to start of prompt before existing first sentence.

Original Text: New Content

Updated Text: Todas las partes del ciclo del agua están conectadas.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Quiz, p. 4

Location: Item 6, Answer choices A and D

Original Text: New Content

Updated Text: A. Graph titled Estado del tiempo. Y-axis is temperature from 40 to 60 degrees Fahrenheit. X-axis is Día from Lunes through Viernes. A zig-zagging line goes from 52 on Lunes to 48 on Martes to 56 on Miércoles to 44 on Jueves to 58 on Viernes.

D. Graph titled Estado del tiempo. Y-axis is Temperatura from 40 to 60 degrees Fahrenheit. X-axis is Día from Lunes through Viernes. A zig-zagging line goes from 58 on Lunes to 52 on Martes to 44 on Miércoles to 56 on Jueves to 48 on Viernes.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Current Page Number(s): Grade 4 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 4 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***

ISBN: 9780358841753

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

# Publisher: McGraw Hill

## Science, (Spanish) Grade 4

### Program: *McGraw Hill Ciencias para Texas, Grado 4: TEKS*

**Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition***

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition***

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

**Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition***

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition***

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition***

ISBN: 9781265998189

Proclamation 2024: Report of New Content (10/24/2023)

Page 1547 of 2091

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition**

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition**

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition**

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: G4 Pacing Guide

## **Publisher: Savvas Learning**

### **Science, (Spanish) Grade 4**

**Program: *Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS***

**Component: *Cuaderno de actividades, Vol. 2***

ISBN: 9781428513884

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1548 of 2091

Current Page Number(s): 3

Location: Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes: Analizar e interpretar datos

Link to Updated Content:

[View Updated Content](#)

Original Text: New activity, Página 3, Pregunta 3 (new question)

Updated Text: 3. Mapas de árbol Los científicos usan los mapas de árbol para mostrar relaciones jerárquicas en los datos. Los mapas de árbol empiezan por el nivel más alto de los datos y los descomponen en categorías más pequeñas. Pregunta a dos compañeros cuál es su comida favorita. Elabora un mapa de árbol para descomponer la comida favorita de cada compañero. Se muestra el nivel más alto del mapa de árbol. En el primer nivel debajo de "Comida favorita", haz una lista de cada comida favorita de tus compañeros. En el siguiente nivel, haz una lista de las partes de cada comida. Comida favorita

**Component: Cuaderno de actividades, Vol. 2**

ISBN: 9781428513884

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 107

Location: Cuaderno de actividades, Vol. 2, Tema 5 Experiencia 3, Actividad de la estación STEAM: ¿Cómo puede una ciudad disminuir su impacto en el medioambiente?, p. 107, Paso 4, Proponer Soluciones

Link to Updated Content:

[View Updated Content](#)

Original Text: Escribe una carta en la que expliques cómo la ciudad puede reducir su impacto ambiental negativo. Explica qué recurso renovable debería empezar a usar la ciudad y qué recurso no renovable debería usar en menor cantidad. Para apoyar tus elecciones, describe las ventajas y las desventajas de los recursos que escogiste.

Updated Text: En esta actividad colaborarás con tu compañero para comunicar tu solución en una variedad de formatos. Comenta con tu compañero la solución que propondrás para la ciudad. Explica qué recurso renovable debería empezar a usar la ciudad y qué recurso no renovable debería usar en menor cantidad. Para apoyar tus elecciones, describe las ventajas y las desventajas de los recursos. Luego, escoge un formato para presentar tu solución a la ciudad. Puede ser una carta, un cartel, un video u otro formato que apruebe tu maestro.

**Component: Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro**

ISBN: 9781428553866

Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 28. Note that the following slides will change by one number through the end of the presentation.

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Comunicar en una variedad de formatos Los científicos e ingenieros comunican sus explicaciones y soluciones de forma individual y colaborativa en diversos formatos. Pueden escribir artículos, crear modelos o prototipos o participar en mesas redondas para explicar sus investigaciones individualmente o en colaboración con otros científicos. ¿Cuáles son algunas formas en las que pueden comunicar una explicación a la clase? Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican diariamente en diversos formatos. Hablan, escriben artículos para la escuela, hacen dibujos, construyen modelos, etc. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Pida a los estudiantes que piensen en la variedad de formatos que usan para comunicar sus ideas. Pregunte: ¿Qué formato te gusta más para comunicar tus ideas? ¿Por qué? ¿Es el mismo en todas las situaciones? Los estudiantes podrían responder que les gusta escribir sus ideas en un diario. O que les gusta hablar con la familia y los amigos. La situación puede determinar el tipo de formato de comunicación que prefieren los estudiantes. Recuerde a los estudiantes que cuando otras personas comunican sus ideas, es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

**Component: Cuaderno de actividades, Vol. 2**

ISBN: 9781428513884

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 217–219

Location: Cuaderno de actividades Vol. 2, Tema 7 Experiencia 2, Actividad de la estación STEAM: ¿Cómo se relacionan los rasgos físicos con la supervivencia?, pp. 217–219, Pasos 3–5

Link to Updated Content:

[View Updated Content](#)

Original Text: 3 Diseñar Dibuja o crea una página web para el animal que escogiste, en la que incluyas lo siguiente: • una imagen del animal • al menos tres rasgos físicos que el animal generalmente tiene en estado silvestre, según lo que investigaste • al menos dos rasgos físicos que podrían deberse a interacciones del animal con su medioambiente, como lesiones u otros cambios en su cuerpo • explicaciones breves de cómo cada rasgo se relaciona con la supervivencia del animal 4 Analizar Intercambia diseños con alguien que haya investigado otro animal. Lee acerca de los rasgos físicos de ese animal y predice si cada rasgo se debe a interacciones del animal con su medioambiente o si es un rasgo típico de ese animal. Luego, pregúntale a tu compañero si tus predicciones fueron correctas. [Table left head] Rasgo [Table right head] ¿Causado por una interacción con el medioambiente o rasgo típico de ese tipo de animal? 5 Comentar En parejas, comenten cada rasgo que escribieron en la tabla y decidan cómo influye en la supervivencia. Encierra en un círculo los rasgos que ayudan al animal a sobrevivir. Encierra en un cuadrado los rasgos que podrían dificultar la supervivencia. 6 Comunicar Si es posible, publica el diseño de tu página web en una pared de la escuela o en la Internet. Pide a otros que comenten lo que aprendieron con tu diseño y cómo se podría mejorar. Luego, usa los comentarios que reuniste para actualizar tu diseño.

Updated Text: 3 Diseñar Por tu cuenta, dibuja o crea una página web para el animal que escogiste, en la que incluyas lo siguiente: • una imagen del animal • al menos tres rasgos físicos que el animal generalmente tiene en estado silvestre, según lo que investigaste • al menos dos rasgos físicos que podrían deberse a interacciones del animal con su medioambiente, como lesiones u otros cambios en su cuerpo • explicaciones breves de cómo cada rasgo se relaciona con la supervivencia del animal 4 Analizar Intercambia diseños individuales con alguien que haya investigado otro animal. Lee acerca de los rasgos físicos de ese animal y predice si cada rasgo se debe a interacciones del animal con su medioambiente o si es un rasgo típico de ese animal. Luego, pregúntale a tu compañero si tus predicciones fueron correctas. [Table left head] Rasgo [Table right head] ¿Causado por una interacción con el medioambiente o rasgo típico de ese tipo de animal? 5 Comentar En parejas, comenten cada rasgo que escribieron en la tabla y decidan cómo influye en la supervivencia. Encierra en un círculo los rasgos que ayudan al animal a sobrevivir. Encierra en un cuadrado los rasgos que podrían dificultar la supervivencia. 6 Comunicar En esta actividad, comunicarás tu solución en una variedad de escenarios. Primero, muestra el diseño de tu página web a alguien en casa en la Internet o en forma impresa. Luego, muestra el diseño de tu página web a tus compañeros de la escuela en la Internet o en forma impresa. Si es posible,

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publica el diseño de tu página web en una pared de la escuela o en la Internet. Pide a otros que comenten lo que aprendieron con tu diseño y cómo se podría mejorar. Usa los comentarios que reuniste para actualizar tu diseño.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro***

ISBN: 9781428553866

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Location: Prácticas de ciencias e ingeniería y temas y conceptos recurrentes, Comunicación: Comunicar explicaciones, Diapositiva 26

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 26. Note: that the following slides will change by one number through the end of the presentation.

Updated Text: Slide: Comunicar en una variedad de escenarios Los científicos e ingenieros comunican sus explicaciones y soluciones de manera individual y de manera colaborativa en una variedad de escenarios. Pueden hacer presentaciones a sus colegas o al público general de manera individual. Pueden colaborar con otros científicos en estas presentaciones. ¿Cuáles son algunos de los escenarios en los que pueden comunicar una explicación o una solución? Teacher: Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican en una variedad de escenarios a diario. Hablan con sus compañeros en la escuela, con sus compañeros de equipo en una práctica deportiva, y con adultos en sus hogares. Muestre la siguiente diapositiva. Léala con la clase. Discusión Pida a los estudiantes que piensen cómo comunican información en la escuela en comparación con cómo lo hacen en sus hogares. Pregunte: Cuando comunican información en la escuela, ¿lo hacen de la misma manera en que lo hacen en sus hogares? Expliquen su respuesta. Ejemplo de respuesta: A veces, la manera en que comunico información en la escuela es diferente de cómo lo hago en mi hogar. En la escuela, doy respuestas más formales que las respuestas que doy en mi hogar. Explique a los estudiantes que los científicos y los ingenieros también trabajan juntos, o se colaboran entre ellos. Pida a los estudiantes que piensen sobre la última vez que trabajaron juntos en un proyecto en la escuela y lo comparen con jugar un juego con un amigo. Pregunte: ¿Cómo se comunicaron durante el proyecto en la escuela en comparación con cómo lo hicieron durante el juego con un amigo? Los estudiantes quizá respondan que se comunicaron de estilos diferentes al presentar un proyecto o planificar un juego con sus compañeros de equipo durante un partido. También pueden decir que tuvieron que hablar en voz baja durante la clase, en diferencia a lo que hicieron durante el juego. Recuerde a los estudiantes que cuando otras personas están comunicando sus ideas es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

**Component: *Presentación de ideas clave: Cambios lentos en la Tierra, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553866

Link to Current Content:

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Location: Tema 5, Experiencia 2, Presentación de ideas clave: Cambios lentos en la Tierra, Diapositiva 8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 8. Note that the following slides will change by one number through the end of the presentation.

Updated Text: Slide: Modelar la meteorización causada por el agua Modelar Dibuja cómo crees que se veía esta roca hace 500,000 años. Rotula los cambios lentos en la superficie de la Tierra causados por la meteorización por el agua. Teacher: Modelar la meteorización causada por el agua Apoyo para el maestro Ayude a los estudiantes a modelar los cambios lentos en la superficie de la Tierra causados por la meteorización por el agua. Trabajen de forma colaborativa como clase.

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Pida a un estudiante o a varios estudiantes que dibujen a medida que los otros estudiantes describen cómo piensan que se veía la roca hace 500,000 años. [Los dibujos deben indicar que la formación rocosa era probablemente más lisa y que el hueco del arco contenía más roca hace 500,000 años. Como alternativa, puede imprimir la diapositiva de antemano y pedir a estudiantes individuales que hagan sus propios dibujos. Pregunte a los estudiantes cuál es el significado de la flecha. (500,000 años)]

**Component:** *Cuaderno de actividades, Vol. 2*

ISBN: 9781428513884

Link to Current Content:

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Current Page Number(s): 503

Location: Cuaderno de actividades, Tema 5, Experiencia 2, Actividad STEAM: Reducir la erosión

Link to Updated Content:

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Original Text: La erosión es un proceso natural en el que el material se desgasta y se transporta a otro lugar, usualmente por medio del agua o el viento. Algunas veces, este proceso es destructivo y hay que desacelerarlo o detenerlo. En esta actividad, diseñarás una estructura que disminuya los efectos de la erosión.

Updated Text: La meteorización es un proceso natural en el que se descompone un material. La erosión es un proceso natural en el que el material descompuesto es transportado a otro lugar. El agua o el viento suelen causar la meteorización y la erosión. A veces estos dos procesos son destructivos y se necesita hacer que se desaceleren o se detengan. En esta actividad, diseñarás una estructura para modelar cómo reducir los efectos de la meteorización y de la erosión causados por el agua.

**Component:** *Presentación de ideas clave: Cambios lentos en la Tierra, ¿Qué es la erosión?, Diapositivas y apoyo para el maestro*

ISBN: 9781428553866

Link to Current Content:

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Location: Tema 5, Experiencia 2, Presentación de ideas clave: Cambios lentos en la Tierra, ¿Qué es la erosión?, Diapositivas: 10-11

Link to Updated Content:

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Updated Text: La erosión es un proceso lento en el que el agua, el viento o el hielo se llevan las partículas que se desprendieron del suelo. Por ejemplo, los glaciares de hielo erosionan el suelo y arrastran los materiales a nuevos lugares. Puedes modelar o representar estos procesos usando agua corriente, soplando aire o deslizando un cubo de hielo sobre un poco de arena.

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Location: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 17

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Link to Updated Content:

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Original Text: New Slide 17 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.iii

Updated Text: Las gráficas de líneas ayudan a los científicos a buscar patrones en los datos que reúnen. Para elaborar una gráfica de líneas se dibujan los ejes y se los rotula usando la escala apropiada. Luego, se marcan los puntos de datos. ¿Qué días de la semana pasa este estudiante más tiempo jugando? Analizar e interpretar datos: Gráficas de líneas Apoyo para el maestro Pregunte: ¿Qué tipo de gráfica es esta? ¿Qué información pueden identificar? Ejemplo de respuesta: Es una gráfica de líneas. Muestra cuántas horas pasa un estudiante jugando durante una semana. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Explique que cuando analizamos datos, estamos buscando patrones y tendencias en los datos. Para elaborar esta gráfica de líneas, los días de la semana se marcaron en el axis x y las horas por día en el axis y. Los estudiantes debieran reconocer que en la gráfica que se muestra, el estudiante pasa más tiempo jugando durante el fin de semana.

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Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes

Link to Updated Content:

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Original Text: New Slide 21 and Teacher Support. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.iv.

Updated Text: Slide: Analizar e interpretar datos: Mapas de árbol Los científicos usan los mapas de árbol para mostrar relaciones jerárquicas en los datos. Los mapas de árbol empiezan por el nivel más alto de los datos y los descomponen en categorías más pequeñas. Según el mapa de árbol, ¿cómo se descompone Estados Unidos en diferentes niveles de información? Teacher: Analizar e interpretar datos: Mapas de árbol Apoyo para el maestro Pregunte: ¿Qué clase de diagrama es? ¿Qué información pueden identificar? Ejemplo de respuesta: Es un diagrama de mapa de árbol. Muestra cómo se puede descomponer Estados Unidos en estados y ciudades individuales. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Explique que cuando analizamos los datos, necesitamos poder verlos como una unidad y también como sus partes. Defina jerárquica como ordenar algo según su importancia. Los estudiantes deberían reconocer que en el mapa de árbol que se muestra, se descompuso Estados Unidos en dos estados, y luego se descompuso esos estados individuales en cuatro ciudades. ¡Inténtalo! Pida a los estudiantes que conversen y comenten sobre cómo pueden ampliar este mapa de árbol. Algunas sugerencias de ejemplo: Incluir más estados y ciudades o descomponer cada ciudad en partes más pequeñas tales como vecindarios.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositivas y Apoyo para el maestro***

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Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 19

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Original Text: New Content

Updated Text:

Analizar e interpretar datos: Mapas de conceptos

Los mapas de conceptos ayudan a los científicos a reunir y organizar datos para mostrar cómo se relacionan. Para elaborar un mapa de conceptos, organiza las ideas principales en categorías y usa líneas para mostrar cómo se relacionan entre sí.

¿De qué manera muestra este mapa de conceptos la relación que hay entre los peces, las aves, los anfibios, los mamíferos y los reptiles?

Todos son animales.

Analizar e interpretar datos: Mapas de conceptos

Apoyo para el maestro

Pregunte: ¿Qué tipo de diagrama es este? ¿Qué información pueden identificar?

Ejemplo de respuesta: Es un mapa de conceptos. Muestra los cinco tipos de animales.

Muestre la diapositiva siguiente. Lea el texto con la clase.

Comentar

Explique que cuando organizamos datos para elaborar un mapa de conceptos podemos mostrar las relaciones entre los diferentes datos. Al usar un mapa de conceptos podemos ver mejor las relaciones entre ellos. Explique a los estudiantes que pueden usar simples líneas o flechas para hacer que las conexiones sean más claras.

¡Inténtalo!

Pida a los estudiantes que participen en una discusión donde comenten cómo pueden ampliar este mapa de conceptos. Una sugerencia, por ejemplo, podría ser añadir ejemplos de animales en cada categoría.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553866

Link to Current Content:

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Location: Presentación de la vista preliminar a PCI y a los conceptos, Analizar e interpretar datos: Diagramas de Venn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 15 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G5, TEKS 1.F.vi.

Updated Text: Slide: Analizar e interpretar datos: Diagramas de Venn Los diagramas de Venn ayudan a los científicos a comparar y contrastar los datos que reúnen. Para elaborar un diagrama de Venn, se dibujan dos círculos con una sección donde se superponen. Agrega los datos que son iguales en la sección donde los círculos se superponen. Agrega los datos que son diferentes donde los círculos no se superponen. ¿Cómo podemos comparar y contrastar plátanos y limones?

Teacher: Apoyo para el maestro Pregunte: ¿Qué tipo de diagrama es este? ¿Qué información pueden identificar? Ejemplo de respuesta: Es un diagrama de Venn. Muestra las similitudes y diferencias entre un plátano y un limón. Muestre la

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diapositiva siguiente y lea el texto con la clase. Comentar Explique que cuando analizamos datos, a veces necesitamos comparar y contrastar los datos que reunimos. En este caso, nuestros datos vienen de observaciones. En el diagrama que se muestra, los estudiantes deberían reconocer que: los datos que se aplican solo al plátano se encuentran en el lado izquierdo del diagrama, los datos que se aplican solo al limón se encuentran en el lado derecho del diagrama, y los datos que se aplican al plátano y al limón se encuentran en el medio, la parte del diagrama que se superpone. Usar un diagrama de Venn hace que la similitudes y diferencias entre las dos cosas sean más visibles.

**Component: *Cartas de la escuela al hogar, Tema 1***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La materia”, los estudiantes aprenden sobre la materia. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Propiedades de la materia ● Experiencia 2: Sólidos, líquidos y gases ● Experiencia 3: Mezclas y soluciones Primero, en la Experiencia 1, los estudiantes clasifican y describen objetos según sus propiedades, como si se hunden o flotan en el agua. A continuación, en la Experiencia 2, los estudiantes comparan y contrastan las propiedades de los sólidos, los líquidos y los gases. Finalmente, en la Experiencia 3, los estudiantes demuestran que la masa se conserva cuando se mezclan sustancias. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.6A: Clasificar y describir la materia usando las propiedades físicas observables, incluyendo temperatura, masa, magnetismo, densidad relativa (capacidad de hundirse o flotar en el agua) y estado físico (sólido, líquido, gas). ● 4.6B: Investigar y comparar una variedad de mezclas, incluyendo las soluciones que se componen de líquidos en líquidos y sólidos en líquidos. ● 4.6C: Demostrar que la materia se conserva cuando se forman mezclas, tales como el suelo y el agua, o el aceite y el agua. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 4.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra a una persona dando forma a vidrio caliente y fundido. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Cómo se da forma al vidrio? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 2***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La fuerza y el movimiento”, los estudiantes aprenden que las fuerzas son empujones o jalones que pueden hacer que las cosas se muevan, cambien de dirección o cambien de forma. Las Experiencias en este tema son las siguientes: ● Experiencia 1:

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Fuerzas de contacto ● Experiencia 2: Fuerzas a distancia Primero, en la Experiencia 1, los estudiantes investigan las fuerzas que actúan en objetos por medio de contacto directo. Luego, en la Experiencia 2, exploran las fuerzas que actúan en un objeto a la distancia. El principal TEKS de contenido cubierto en este tema es el siguiente: ● 4.7: Planificar y realizar investigaciones descriptivas para explorar los patrones de las fuerzas, tales como gravedad, fricción o magnetismo en contacto o a distancia de un objeto. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.2B: Analizar datos a través de la identificación de cualquier característica significativa, patrón u origen de un error. ● 4.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 4.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 4.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje en el que un patinador se mueve por diferentes superficies. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Qué sucede cuando una patineta se desliza por diferentes superficies? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Cartas de la escuela al hogar, Tema 3**

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La energía”, los estudiantes aprenden que la energía está en todas partes y que pueden observarla en ciclos, patrones y sistemas. Las Experiencias en este tema son las siguientes: ● Experiencia 1: La transferencia de energía ● Experiencia 2: Conductores y aislantes ● Experiencia 3: La energía eléctrica y los circuitos Primero, en la Experiencia 1, los estudiantes investigan sobre la transferencia de energía a través de objetos en movimiento, ondas en el agua y sonido. Luego, en la Experiencia 2, los estudiantes identifican conductores y aislantes de calor y de energía eléctrica. Finalmente, en la Experiencia 3, los estudiantes demuestran e identifican que la energía eléctrica puede producir energía luminosa y térmica y viaja en un circuito cerrado. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.8A: Investigar e identificar la transferencia de energía de objetos en movimiento, ondas en agua y sonido. ● 4.8B: Identificar conductores y aislantes de energía térmica y eléctrica. ● 4.8C: Demostrar y describir cómo la energía eléctrica viaja en un circuito cerrado que puede producir energía luminosa y térmica. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.1D: Usar herramientas (incluyendo reglas métricas) para observar, medir, probar y analizar información. ● 4.1E: Reunir observaciones y medidas como evidencia. ● 4.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 4.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje sobre una máquina de pinball y después exploran diferentes tipos de conductores y aislantes para explicar cómo viaja la energía al interior de una máquina de pinball. A medida que los estudiantes avancen a través de las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo se mueve la energía en el pinball? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

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**Component: *Cartas de la escuela al hogar, Tema 4***

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “La Tierra y el espacio”, los estudiantes aprenden sobre los patrones de la Tierra. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Las estaciones ● Experiencia 2: Las fases de la Luna Primero, en la Experiencia 1, los estudiantes investigan sobre las estaciones, exploran cómo la inclinación del eje de la Tierra influye en las estaciones e identifican patrones estacionales, como los cambios en la temperatura y en las horas de luz del día. Luego, en la Experiencia 2, los estudiantes observan y analizan las fases de la Luna para reconocer patrones. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.9A: Reunir y analizar datos para identificar secuencias y predecir patrones de cambio en las estaciones del año, tales como el cambio en las temperaturas y la duración de la luz del día. ● 4.9B: Reunir y analizar datos para identificar secuencias y predecir patrones de cambio en la apariencia observable de la Luna desde la Tierra. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 4.1G: Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema. ● 4.2B: Analizar datos a través de la identificación de cualquier característica significativa, patrón u origen de un error. ● 4.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 4.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 4.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. ● 4.5C: Usar escala, proporciones y cantidades para describir, comparar o modelar diferentes sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra las fases de la Luna. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Cómo puedes predecir los patrones de la Luna? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_  
Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 5***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Patrones en la Tierra”, los estudiantes aprenden sobre los patrones en la Tierra. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El ciclo del agua y el estado del tiempo ● Experiencia 2: Cambios lentos en la Tierra ● Experiencia 3: Los recursos naturales y la conservación Primero, en la Experiencia 1, los estudiantes aprenden sobre el ciclo del agua en la Tierra y diferencian entre estado y clima. Luego, en la Experiencia 2, identifican los procesos de degradación, erosión y sedimentación. Por último, en la Experiencia 3, exploran los recursos naturales renovables y no renovables. Los

principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.10A: Describir e ilustrar el movimiento continuo del agua por encima y en la superficie de la Tierra a través del ciclo del agua y explicar el papel del Sol como fuente principal de energía en este proceso. ● 4.10B: Modelar y describir los cambios lentos que ocurren en la superficie de la Tierra causados por la meteorización, la erosión y la deposición producidas por el agua, el viento y el hielo. ● 4.10C: Diferenciar entre el estado del tiempo y el clima. ● 4.11A: Identificar y explicar ventajas y desventajas del uso de los recursos naturales renovables y no renovables de la Tierra, tales como viento, agua, luz solar, plantas, animales, carbón, petróleo y gas natural. ● 4.11B: Explicar el papel crítico de los recursos de energía para la vida moderna y cómo conservar, desechar y reciclar los recursos naturales impactan al medioambiente. ● 4.11C: Determinar las propiedades físicas de las rocas que permiten que los recursos naturales de la Tierra se almacenen allí. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 4.5G: Explicar cómo ciertos factores o condiciones afectan la estabilidad y el cambio en objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje acerca de un dispositivo de energía solar y diferencian entre las partes que recogen la energía y las partes que la utilizan. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Cómo puede la luz solar cargar los aparatos? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 6***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Las interacciones en los ecosistemas”, los estudiantes aprenden sobre los ecosistemas. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Los organismos en los ecosistemas ● Experiencia 2: La energía en los ecosistemas ● Experiencia 3: Los fósiles Primero, en la Experiencia 1, los estudiantes identifican productores, consumidores y descomponedores y explican cómo las plantas pueden usar energía y materia para crear su propio alimento. Luego, en la Experiencia 2, los estudiantes describen el ciclo de la materia y el flujo de la energía a través de redes alimentarias. Por último, en la Experiencia 3, los estudiantes usan evidencia fósil para identificar y describir medioambientes del pasado. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.12A: Investigar y explicar cómo la mayoría de los productores pueden hacer sus propios alimentos usando luz solar, agua y dióxido de carbono a través del ciclo de la materia. ● 4.12B: Describir el ciclo de la materia y el flujo de energía a través de las redes alimenticias, incluyendo los papeles del Sol, productores, consumidores y descomponedores. ● 4.12C: Identificar y describir medioambientes del pasado basándose en la evidencia de fósiles, incluyendo fósiles comunes de Texas. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.1E: Reunir observaciones y medidas como evidencia. ● 4.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 4.3C: Escuchar activamente las explicaciones de otros para identificar evidencia relevante y participar respetuosamente en la discusión científica. ● 4.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje de un panda comiendo bambú. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Cómo produce una planta de bambú alimento que un oso panda pueda comer? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el

Proclamation 2024: Report of New Content (10/24/2023)

contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Cartas de la escuela al hogar, Tema 7***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En este tema, “Los organismos”, los estudiantes aprenden sobre organismos. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Estructura y función de las plantas ● Experiencia 2: Los rasgos físicos Primero, en la Experiencia 1, los estudiantes investigan las estructuras de las plantas y sus funciones. Luego, en la Experiencia 2, investigan los rasgos físicos de los organismos. Los estudiantes aprenden cómo distintas estructuras ayudan a los organismos a sobrevivir en su medioambiente. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 4.13A: Explorar y explicar cómo las estructuras y las funciones de las plantas, tales como hojas cerosas y raíces profundas, les permiten sobrevivir en su medioambiente. ● 4.13B: Diferenciar entre rasgos físicos heredados y adquiridos de los organismos. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 4.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. ● 4.1G: Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema. ● 4.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. ● 4.5F: Explicar la relación entre la estructura y el funcionamiento de los objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje de una planta de agave. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿Por qué tiene una planta un período de crecimiento acelerado? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas***

ISBN: 9781428553866

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link.

**Component: *Guía de comunicación entre la escuela y el hogar***

ISBN: 9781428553866

Proclamation 2024: Report of New Content (10/24/2023)

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Guía de comunicación entre la escuela y el hogar SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores:

- Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año.
- Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar.
- Reparta las cartas De la escuela al hogar para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes.
- Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido.
- Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario.
- Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

**Component: *Digital Components***

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Carta de la escuela al hogar para este tema

Original Text: New Content

Updated Text: Added new content to all Cartas de la escuela al hogar para este tema to show progression of mastery of the TEKS.

**Component: *Digital Components***

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Powerpoint presentations

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1560 of 2091



Updated Text: Added new content to presentations to address cross-curricular TEKS standards, as well as scaffolding and learning acceleration in the teacher notes sections.

**Component: *Digital Components***

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Examen de preparación para el tema

Original Text: New Content

Updated Text: We will create Exámenes de preparación para el tema for each topic.

**Component: *Guía del maestro***

ISBN: 9781323223482

Current Page Number(s): 6

Location: Made changes to address TRR Response Vistazo previo, Fenómeno de anclaje

Original Text: New Content

Updated Text: (insert) Una solución es un tipo de mezcla en la que un material se disuelve de manera uniforme en otro material, lo que hace que estos materiales ya no sean fáciles de identificar o separar.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade 4**

#### **Program: *Dynamic Science (Spanish) 4th Grade: TEKS***

**Component: *Dynamic Science Spanish 4th Grade***

ISBN: 9781433406133

Location: Activity - 4.8B Lesson Guide - Apply/Extend - Bullet 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Luego, los estudiantes escribirán una oración(es) de afirmación (argumento) para responder la pregunta y usarán la evidencia de los datos o el modelo para respaldar su explicación

**Component: *Dynamic Science Spanish 4th Grade***

ISBN: 9781433406133

Location: ActivityTEKS: 4.12C Lesson Guide - Connect to Technology

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Cada estudiante creará un panfleto, un folleto o una presentación de diapositivas que muestre los diferentes fósiles encontrados en Texas.

**Component: *Dynamic Science Spanish 4th Grade***

ISBN: 9781433406133

Location: Activity: TEKS: 4.8C      Component: Student Lab - Extend #2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Extender #2

Has creado un circuito utilizando una batería, cables, un interruptor y pequeñas bombillas (focos). Sin embargo, las bombillas (focos) no se encienden. ¿Qué puedes hacer para crear un camino cerrado/circuito cerrado que produzca energía luminosa? En tu diario de ciencias, describe las posibles cosas que podrías hacer para que el circuito funcione.

**Component: *Dynamic Science Spanish 4th Grade***

ISBN: 9781433406133

Location: Activity: TEKS: 4.12A      Component: Lesson Guide Apply/Extend Bullet 4

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Después de comparar las dos plantas, los estudiantes trabajarán con su grupo para hacer dibujos de los resultados de su investigación y colaborarán en una presentación para explicar sus hallazgos a la clase. Pida a los estudiantes que estén preparados para responder preguntas sobre su solución.

**Component: *Dynamic Science Spanish 4th Grade***

ISBN: 9781433406133

Location: Activity: TEKS:4.10B      Component: Lesson Guide- Apply and Extend - Bullet 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Los estudiantes compararán la escala de su modelo con la escala necesaria para crear un cambio significativo y resolver el problema en la vida real. Los estudiantes reflexionan sobre cómo podría suceder esto y los recursos necesarios para resolver el problema.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Focused SEPs and RTCs

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fourth Grade TEKS Lesson Guide.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fourth Grade TEKS.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fourth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Teaching Note

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fourth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Proclamation 2024: Report of New Content (10/24/2023)

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406126

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406126

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406126

Location: TEKS-SEPs-RTCs Crosswalk

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

## Publisher: TPS Publishing

### Science, (Spanish) Grade 4

#### Program: *STEAM into Science - Grade 4 Spanish Edition: TEKS*

**Component:** *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 4 Edición para estudiantes*

ISBN: 9781788059237

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Ingenieros mecánicos

Los ingenieros mecánicos diseñan y fabrican productos que van desde automóviles, aviones, electrodomésticos como refrigeradores y televisores hasta equipos deportivos como bates de béisbol y palos de golf.

**Component:** *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 4 Edición para estudiantes*

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Current Page Number(s): 28

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Ingenieros eléctricos

Los ingenieros eléctricos trabajan sobre la energía y su uso en las máquinas eléctricas. Un ingeniero eléctrico podría trabajar en el diseño de automóviles, aviones, trenes e incluso transbordadores espaciales, trabajando en los circuitos necesarios para suministrar energía.

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Current Page Number(s): 40

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Genetistas

Los genetistas son científicos que estudian los genes y la herencia en plantas y animales. Observan cómo se heredan los rasgos. Un genetista podría trabajar con plantas para producir nuevas plantas con mejores características heredadas para la agricultura.

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Current Page Number(s): 55

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Científicos de materiales

Los científicos de materiales estudian los materiales que son hechos por el hombre y naturales y desarrollan formas de mejorarlos o hacer nuevos materiales. Trabajan en una amplia gama de campos, incluida la ciencia de los alimentos, la medicina, la geología y la fabricación. Un ejemplo de lo que podrían trabajar en la ciencia de los alimentos sería desarrollar nuevos ingredientes para un alimento en particular. Esto implicaría estudiar las propiedades físicas como lo estaban haciendo los estudiantes en este capítulo.

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Current Page Number(s): 69

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Científicos ambientales

Los científicos ambientales son científicos que trabajan para conservar los recursos y mantener nuestra Tierra limpia y no contaminada. A menudo participan en la limpieza de áreas contaminadas y en la planificación de áreas verdes que permanecen limpias y útiles.

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Current Page Number(s): 83

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Geólogo

Un geólogo es un científico que estudia el agua, la tierra y las partes atmosféricas de nuestro planeta Tierra y cómo cambian. Para hacer esto, tiene experiencia en biología, química, física y muchas otras ciencias.

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Current Page Number(s): 100

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras en STEM: Meteorólogo

Un meteorólogo es un científico que estudia el clima y puede participar en la realización de investigaciones, pronósticos y transmisiones.

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Current Page Number(s): 119

Location: Below graphic

Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Centrarse en carreras en STEM Botánico

Un botánico es un científico que estudia las plantas. Trabajan en varias áreas, por ejemplo, ciertos productos químicos de las plantas se usan en medicina, y un botánico puede desarrollar la mejor manera de cultivar una planta para este propósito.

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Current Page Number(s): 135

Location: Below graphic

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Original Text: New Content

Updated Text: Add Focus on Careers section from Teacher edition - removed in error.

Enfoque en carreras STEM en Zoólogos

Los zoólogos estudian a los animales y sus interacciones con su ecosistema. En un parque de animales salvajes, un zoólogo podría ser responsable de monitorear un tipo de animal.

## Publisher: Houghton Mifflin Harcourt

### Science, (Spanish) Grade 5

**Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 5: TEKS***

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ISBN: 9780358881599

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Current Page Number(s): TEKS Lesson 5.6.A, add new screen after Día 7 screen 3

Location: New full screen

Original Text: New Content

Updated Text: "Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones.

Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene.

Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán."

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Link to Current Content:

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Current Page Number(s): Earth Processes (TEKS 5.10) Prueba A, p. 3

Location: Item 4, Question

Original Text: New Content

Updated Text: El petróleo y el gas natural son combustibles fósiles creados a partir de los restos de organismos que alguna vez estuvieron vivos. Usa las imágenes para hacer un modelo de los procesos que condujeron a la formación de combustibles fósiles. Usa los números 1, 2 y 3 para ordenar los pasos del proceso, del primero al último.

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Current Page Number(s): TEKS Lesson 5.10.C Día 4, Screen 2

Location: Materiales, bullet points

Original Text: New Content

Updated Text: • un molde grande para hornear o asar

- un rollo de toallas de papel cortado por la mitad
- papel de aluminio
- agua
- arena

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Link to Current Content:

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Current Page Number(s): TEKS Lesson 5.10.C, Día 4, Screen 4

Location: Paso 6, Paso 7, Paso 8 paragraphs

Original Text: New Content

Updated Text: "Paso 6

Repite los Pasos 4 a 5 hasta que hayas vertido 10 vasos en total en el molde. Cuando repitas los pasos, intenta cambiar la manera de verter el agua. Hazlo más rápido o más lento. Incluye esto en tu mapa secuencial.

Paso 7

Asegúrate de dibujar el aspecto final de tu modelo en tu mapa secuencial."

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Current Page Number(s): TEKS Lesson 5.10.C, Día 4, Screen 3

Location: Paso 1, Paso 2, Paso 3 y Paso 4 paragraphs

Original Text: New Content

Updated Text: "Paso 1

Usa las proporciones para preparar tu modelo de río. Cubre el interior del rollo de toallas de papel con papel de aluminio. Llénalo parcialmente de modo que tenga unos dos tercios de arena. Asegúrate de que la arena tenga entre 5 y 7 cm de profundidad. Presiona la arena para que no se mueva.

Paso 2

Luego, usa los libros para elevar un lado del rollo de toallas de papel. Vierte agua en el fondo del molde para asar para formar un "océano". Coloca el rollo de toallas de papel de modo que la parte más baja se apoye en el molde, y el río desemboque en el océano.

Paso 3

En tu cuaderno, dibuja un mapa secuencial para mostrar el aspecto actual de tu modelo.

Paso 4

Ponte los lentes de seguridad. Vierte lentamente dos vasos de agua cerca de la parte superior del rollo, para que corra por el río. Observa lo que ocurre a lo largo del río y en la base del molde, en el océano."

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ISBN: 9780358881681

Current Page Number(s): Grade 5 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 5 describes the horizontal alignment and how science concepts build over time across the grade level.

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ISBN: 9780358841760

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

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ISBN: 9780358881339

Link to Current Content:

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Current Page Number(s): p. 43

Location: Paragraph 2, below write-on lines

Original Text: New Content

Updated Text: "Los descubrimientos científicos que hicieron los científicos hace mucho tiempo impactan a la ciencia actual. Hace más de 400 años, los científicos descubrieron que el vidrio podía moldearse para amplificar cosas pequeñas o para que los objetos lejanos parecieran más cercanos. El descubrimiento de esta propiedad del vidrio permitió a los científicos hacer descubrimientos científicos adicionales. Por ejemplo, con ese tipo de lentes hicieron microscopios que podían usarse para ver formas de vida que no sabían que existían. Otro uso de esas lentes permitió a las personas ver la luna y los planetas del sistema solar en mayor detalle. Una de las primeras cosas que pudieron ver fue que Júpiter tenía lunas, así como la Tierra tiene una luna. A lo largo del tiempo, los científicos han mejorado la tecnología utilizada para fabricar lentes y espejos que nos permiten ver objetos muy pequeños y objetos muy lejanos. Los nuevos telescopios usan estos descubrimientos y mejoras para mirar más lejos de lo que alguna vez fue posible. Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia."

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Current Page Number(s): TEKS Lesson 5.6.A, Day 8, Screen 5

Location: Paragraph 1

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Original Text: New Content

Updated Text: "Los descubrimientos científicos que hicieron los científicos hace mucho tiempo impactan a la ciencia actual. Hace más de 400 años, los científicos descubrieron que el vidrio podía moldearse para amplificar cosas pequeñas o para que los objetos lejanos parecieran más cercanos. El descubrimiento de esta propiedad del vidrio permitió a los científicos hacer descubrimientos científicos adicionales. Por ejemplo, con ese tipo de lentes hicieron microscopios que podían usarse para ver formas de vida que no sabían que existían. Otro uso de esas lentes permitió a las personas ver la luna y los planetas del sistema solar en mayor detalle. Una de las primeras cosas que pudieron ver fue que Júpiter tenía lunas, así como la Tierra tiene una luna. A lo largo del tiempo, los científicos han mejorado la tecnología utilizada para fabricar lentes y espejos que nos permiten ver objetos muy pequeños y objetos muy lejanos. Los nuevos telescopios usan estos descubrimientos y mejoras para mirar más lejos de lo que alguna vez fue posible."

Short answer interactivity:

Prompt: "Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia."

Sample Answer: "La fabricación de lentes permitió a los científicos ver cosas que antes no podían, lo que llevó a descubrir seres vivos diminutos. También permitió a los científicos observar y estudiar el sistema solar y ampliar nuestro conocimiento del universo. Las mejoras en esos sistemas de lentes nos permiten ver más lejos que antes lo que hay en el espacio exterior, donde es probable que hagamos nuevos descubrimientos."

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Current Page Number(s): p. 30

Location: Column 2, above Diferenciación: Reto

Original Text: New Content

Updated Text: "Apoyo para las respuestas de los estudiantes

Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia. Respuesta de ejemplo: La fabricación de lentes permitió a los científicos ver cosas que antes no podían, lo que llevó a descubrir seres vivos diminutos. También permitió a los científicos observar y estudiar el sistema solar y ampliar nuestro conocimiento del universo. Las mejoras en esos sistemas de lentes nos permiten ver más lejos que antes lo que hay en el espacio exterior, donde es probable que hagamos nuevos descubrimientos."

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Current Page Number(s): p. 201

Location: Paragraph 1, image of Steven Chu, and paragraphs 2–3

Original Text: New Content

Updated Text: Image of Marshall Watson

"El Dr. Marshall Watson es ingeniero en petróleo. Los ingenieros en petróleo buscan maneras de extraer petróleo y gas de diferentes fuentes. Deben conocer muchos campos de la ciencia y ser expertos en las propiedades de la materia, las propiedades de las rocas y las transformaciones de la energía. Para poder extraer petróleo con éxito, los ingenieros en petróleo saben que este tiene una densidad relativa diferente de la del agua, por lo cual flota. También saben que los líquidos pueden moverse entre capas de rocas. Estos conocimientos se aplican para diseñar y mejorar la tecnología que permite hallar combustibles fósiles.

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Watson comenzó su carrera en 1981 como experto en ingeniería de yacimientos. La ingeniería de yacimientos es la parte de la ingeniería en petróleo que se enfoca en cómo extraer el petróleo sin que nada se pierda en las rocas de los alrededores. El trabajo de Watson lo llevó a recorrer los Estados Unidos planificando nuevos sitios de extracción y mejorando la eficiencia de los sitios existentes.

Después de 30 años de trabajo de campo, Watson regresó a la universidad. Hizo su doctorado en Ingeniería en petróleo en la Universidad Texas Tech, en 2008. Ahora, Watson usa sus amplios conocimientos para ayudar a otros ingenieros en petróleo. Tiene dos patentes de inventos que sirven para perforar el suelo y hallar nuevas fuentes de gas natural. Su invento de perforación horizontal usa chorros de agua de gran potencia y permite que las empresas petroleras lleguen a fuentes de energía a las que no podrían llegar solamente con un método de perforación vertical tradicional. Su invento de fracturación hidráulica también usa agua. El agua rompe la roca subterránea para que se pueda llegar al petróleo. Cada uno de estos inventos se basó en un trabajo científico previo para llegar a bolsones de petróleo más profundos y más difíciles de acceder.

Desde 2013, Watson es profesor en la Universidad Texas Tech. También es jefe del Departamento de Ingeniería en Petróleo Bob L. Herd y expresidente de la Sociedad de Ingenieros de Evaluación del Petróleo, donde fue mentor de otros. Bajo el liderazgo de Watson, el Centro Tecnológico del Campo Petrolero, Oilfield Technology Center, que se encuentra en el Campus Este de la Universidad Texas Tech, se convirtió en el principal lugar para la investigación de petróleo del país. En 2023, expandieron las instalaciones para incluir una plataforma petrolífera completa y en funcionamiento que los estudiantes pueden usar para aprender. Los estudiantes pueden hacer modelos de los cambios en los sistemas para que la extracción de petróleo sea más eficiente y potencialmente más barata."

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Current Page Number(s): p. 202

Location: Paragraph 1, image of Steven Chu working, and paragraphs 2–4

Original Text: New Content

Updated Text: Image of Steven Chu

"El Dr. Steven Chu es físico. Los físicos son científicos que estudian la materia, la energía y el movimiento. También estudian cómo pueden usarse estas fuerzas para sustentar cosas que hacemos y necesitamos todos los días, como la energía. Los físicos analizan y reúnen datos, realizan estudios y llevan a cabo simulaciones para comprender mejor cómo funcionan las cosas.

Chu obtuvo su doctorado en Física en la Universidad de California en Berkeley, en 1976. Junto con otros colegas, estudió cómo enfriar y atrapar partículas diminutas con rayos láser. Ganó el Premio Nobel de Física en 1997 por este descubrimiento.

Chu fue el 12.º Secretario de Energía de los Estados Unidos de 2009 a 2013. Fue el primer estadounidense de origen asiático en ocupar ese cargo. El Secretario de Energía de los Estados Unidos es el máximo responsable del Departamento de Energía del país.

Chu desea que se lleven a cabo más investigaciones científicas para el beneficio de nuestra sociedad, que va cambiando rápidamente. Por ejemplo, investigaciones sobre energías renovables, energía nuclear y hasta materiales de construcción alternativos. Los costos de almacenamiento y desarrollo de la energía son muy altos, por lo que se necesita investigar e invertir para que las fuentes de energía renovable o nuclear sean más accesibles para todos los países. Chu está a favor de soluciones de construcción inteligente; por ejemplo, usar más madera al edificar. Las construcciones hechas de madera son resistentes y seguras, y la madera se puede reponer más rápido que los materiales de construcción tradicionales.

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Chu usa el ejemplo de las mejoras de las baterías a lo largo del tiempo. ¿Alguna vez intentaste usar una batería muy vieja en una consola de juegos portátil? ¡Lo más probable es que haya funcionado durante unos minutos hasta que la pantalla se apagó! Ni siquiera las baterías de hace 10 años pueden hacer funcionar por mucho tiempo un juguete electrónico avanzado de los que existen hoy en día. Las primeras baterías usaban materiales menos eficientes y era más costoso fabricarlas. A partir de las investigaciones de otras personas, los científicos hicieron mejoras progresivas probando materiales nuevos, como el litio. Ahora, las baterías son más confiables y baratas para todos."

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Current Page Number(s): p. 162

Location: Column 1, Apoyo para las respuestas de los estudiantes and image of Steven Chu working and all of column 2

Original Text: New Content

Updated Text: "Apoyo para las respuestas de los estudiantes

¿Qué tipo de cosas estudiaría un ingeniero en petróleo? B. maneras de llegar a una reserva de gas natural en las profundidades del suelo, C. la mejor ubicación para una plataforma petrolífera en el océano

¿Qué tipo de cosas estudiaría un físico? A. transformaciones de la energía en un parque de atracciones, D. las partículas más diminutas de materia

Apoyo para las respuestas de los estudiantes

¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta. Ejemplo de respuesta: La ciencia se basa en los descubrimientos. Mis evidencias son las mejoras de las baterías a lo largo del tiempo. Los científicos hicieron descubrimientos progresivos, y las baterías se volvieron más pequeñas y potentes.

Los estudiantes como científicos

Recuerde a los estudiantes que reflexionar sobre los resultados de un experimento o investigación es una práctica científica. Basándose en lo que han aprendido sobre las tecnologías de la energía, ¿cuáles podrían ser nuestras fuentes y usos de energía en el año 2100?"

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Current Page Number(s): p. 203

Location: Sentence 1, Multiple Choice question, and Short Answer question

Original Text: New Content

Updated Text: "Usa lo que sabes sobre el trabajo de Watson y Chu para responder las siguientes preguntas.

¿Qué tipo de cosas estudiaría un ingeniero en petróleo? Elige todas las opciones que correspondan.

- A. maneras de que el acero sea más resistente para la construcción
- B. maneras de llegar a una reserva de gas natural en las profundidades del suelo
- C. la mejor ubicación para una plataforma petrolífera en el océano
- D. la mejor ubicación para buscar fósiles en el desierto

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¿Qué tipo de cosas estudiaría un físico? Elige todas las opciones que correspondan.

- A. transformaciones de la energía en un parque de atracciones
- B. patrones del estado del tiempo en Utah
- C. un cometa del sistema solar
- D. las partículas más diminutas de materia

¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta."

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Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 4

Location: Sentence 1, Multiple Choice interactivity, and Short Answer interactivity

Original Text: New Content

Updated Text: "Usa lo que sabes sobre el trabajo de Watson y Chu para responder las siguientes preguntas.

¿Qué tipo de cosas estudiaría un ingeniero en petróleo? Elige todas las opciones que correspondan.

- A. maneras de que el acero sea más resistente para la construcción
- B. maneras de llegar a una reserva de gas natural en las profundidades del suelo
- C. la mejor ubicación para una plataforma petrolífera en el océano
- D. la mejor ubicación para buscar fósiles en el desierto

¿Qué tipo de cosas estudiaría un físico? Elige todas las opciones que correspondan.

- A. transformaciones de la energía en un parque de atracciones
- B. patrones del estado del tiempo en Utah
- C. un cometa del sistema solar
- D. las partículas más diminutas de materia

¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta."

Sample answer: "La ciencia se basa en los descubrimientos. Mis evidencias son las mejoras de las baterías a lo largo del tiempo. Los científicos hicieron descubrimientos progresivos, y las baterías se volvieron más pequeñas y potentes."

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Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 2

Location: Paragraphs 1–3 and image of Steven Chu

Original Text: New Content

Updated Text: Image of Marshall Watson

"El Dr. Marshall Watson es ingeniero en petróleo. Los ingenieros en petróleo buscan maneras de extraer petróleo y gas de diferentes fuentes. Deben conocer muchos campos de la ciencia y ser expertos en las propiedades de la materia, las propiedades de las rocas y las transformaciones de la energía. Para poder extraer petróleo con éxito, los ingenieros en

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petróleo saben que este tiene una densidad relativa diferente de la del agua, por lo cual flota. También saben que los líquidos pueden moverse entre capas de rocas. Estos conocimientos se aplican para diseñar y mejorar la tecnología que permite hallar combustibles fósiles.

Watson comenzó su carrera en 1981 como experto en ingeniería de yacimientos. La ingeniería de yacimientos es la parte de la ingeniería en petróleo que se enfoca en cómo extraer el petróleo sin que nada se pierda en las rocas de los alrededores. El trabajo de Watson lo llevó a recorrer los Estados Unidos planificando nuevos sitios de extracción y mejorando la eficiencia de los sitios existentes."

Image of shale oil rig

"Después de 30 años de trabajo de campo, Watson regresó a la universidad. Hizo su doctorado en Ingeniería en petróleo en la Universidad Texas Tech, en 2008. Ahora, Watson usa sus amplios conocimientos para ayudar a otros ingenieros en petróleo. Tiene dos patentes de inventos que sirven para perforar el suelo y hallar nuevas fuentes de gas natural. Su invento de perforación horizontal usa chorros de agua de gran potencia y permite que las empresas petroleras lleguen a fuentes de energía a las que no podrían llegar solamente con un método de perforación vertical tradicional. Su invento de fracturación hidráulica también usa agua. El agua rompe la roca subterránea para que se pueda llegar al petróleo. Cada uno de estos inventos se basó en un trabajo científico previo para llegar a bolsones de petróleo más profundos y más difíciles de acceder.

Desde 2013, Watson es profesor en la Universidad Texas Tech. También es jefe del Departamento de Ingeniería en Petróleo Bob L. Herd y expresidente de la Sociedad de Ingenieros de Evaluación del Petróleo, donde fue mentor de otros. Bajo el liderazgo de Watson, el Centro Tecnológico del Campo Petrolero, Oilfield Technology Center, que se encuentra en el Campus Este de la Universidad Texas Tech, se convirtió en el principal lugar para la investigación de petróleo del país. En 2023, expandieron las instalaciones para incluir una plataforma petrolífera completa y en funcionamiento que los estudiantes pueden usar para aprender. Los estudiantes pueden hacer modelos de los cambios en los sistemas para que la extracción de petróleo sea más eficiente y potencialmente más barata."

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5***

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 3

Location: Paragraphs 1–4 and image of Steven Chu working

Original Text: New Content

Updated Text: Image of Steven Chu

"El Dr. Steven Chu es físico. Los físicos son científicos que estudian la materia, la energía y el movimiento. También estudian cómo pueden usarse estas fuerzas para sustentar cosas que hacemos y necesitamos todos los días, como la energía. Los físicos analizan y reúnen datos, realizan estudios y llevan a cabo simulaciones para comprender mejor cómo funcionan las cosas.

Chu obtuvo su doctorado en Física en la Universidad de California en Berkeley, en 1976. Junto con otros colegas, estudió cómo enfriar y atrapar partículas diminutas con rayos láser. Ganó el Premio Nobel de Física en 1997 por este descubrimiento.

Chu fue el 12.º Secretario de Energía de los Estados Unidos de 2009 a 2013. Fue el primer estadounidense de origen asiático en ocupar ese cargo. El Secretario de Energía de los Estados Unidos es el máximo responsable del Departamento de Energía del país."

Image of Chu working

"Chu desea que se lleven a cabo más investigaciones científicas para el beneficio de nuestra sociedad, que va cambiando rápidamente. Por ejemplo, investigaciones sobre energías renovables, energía nuclear y hasta materiales de construcción alternativos. Los costos de almacenamiento y desarrollo de la energía son muy altos, por lo que se necesita investigar e

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invertir para que las fuentes de energía renovable o nuclear sean más accesibles para todos los países. Chu está a favor de soluciones de construcción inteligente; por ejemplo, usar más madera al edificar. Las construcciones hechas de madera son resistentes y seguras, y la madera se puede reponer más rápido que los materiales de construcción tradicionales.

Chu usa el ejemplo de las mejoras de las baterías a lo largo del tiempo. ¿Alguna vez intentaste usar una batería muy vieja en una consola de juegos portátil? ¡Lo más probable es que haya funcionado durante unos minutos hasta que la pantalla se apagó! Ni siquiera las baterías de hace 10 años pueden hacer funcionar por mucho tiempo un juguete electrónico avanzado de los que existen hoy en día. Las primeras baterías usaban materiales menos eficientes y era más costoso fabricarlas. A partir de las investigaciones de otras personas, los científicos hicieron mejoras progresivas probando materiales nuevos, como el litio. Ahora, las baterías son más confiables y baratas para todos."

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

## **Publisher: McGraw Hill**

### **Science, (Spanish) Grade 5**

**Program:** *McGraw Hill Ciencias para Texas, Grado 5: TEKS*

**Component:** *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

**Component:** *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

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Page 1578 of 2091

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

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Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

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Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

**Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition**

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

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Original Text: New Content

Updated Text: See new content: G5 Pacing Guide

## **Publisher: Savvas Learning**

### **Science, (Spanish) Grade 5**

**Program: Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS**

**Component: Cuaderno de actividades**

ISBN: 9781323223406

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 85

Location: Actividad de la estación de trabajo práctico, Tema 2, Experiencia 1, ¿Cómo influyen las fuerzas en las canicas de un sistema?, p. 85 , 2 Investigar

Link to Updated Content:

[View Updated Content](#)

Original Text: New content: We are inserting new text under Investigar, before the instructions for the activity.

**Component: Cuaderno de actividades**

ISBN: 9781323223406

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 59

Location: Actividad de la estación de trabajo práctico, Tema 1, Experiencia 3, ¿Cómo influye la mezcla en las propiedades de las sustancias?, p. 59, 2 Observar

Link to Updated Content:

[View Updated Content](#)

Original Text: New content: We are inserting new text under Observar, before the instructions for the activity.

**Component: Cuaderno de actividades**

ISBN: 9781323223406

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Link to Current Content:

[View Current Content](#)

Location: Actividad de Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes: Analizar e interpretar datos

Link to Updated Content:

[View Updated Content](#)

Original Text: New content: New Activity, page 2, question 2

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

Link to Current Content:

[View Current Content](#)

Location: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 17

Original Text: New Slide 17 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation.

Updated Text: Slide: Las gráficas de líneas ayudan a los científicos a buscar patrones en los datos que reúnen. Para elaborar una gráfica de líneas se dibujan los ejes y se los rotula usando la escala apropiada. Luego, se marcan los puntos de datos. ¿Qué días de la semana pasa este estudiante más tiempo jugando? Teacher: Analizar e interpretar datos: Gráficas de líneas Apoyo para el maestro Pregunte: ¿Qué tipo de gráfica es esta? ¿Qué información pueden identificar? Ejemplo de respuesta: Es una gráfica de líneas. Muestra cuántas horas pasa un estudiante jugando durante una semana. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Explique que cuando analizamos datos, estamos buscando patrones y tendencias en los datos. Para elaborar esta gráfica de líneas, los días de la semana se marcaron en el axis x y las horas por día en el axis y. Los estudiantes debieran reconocer que en la gráfica que se muestra, el estudiante pasa más tiempo jugando durante el fin de semana.

**Component: *Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes: Analizar e interpretar datos***

ISBN: 9781428553873

Link to Current Content:

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Location: Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes: Analizar e interpretar datos

Link to Updated Content:

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Original Text: New Content

Updated Text:

### 3. Mapas de árbol

Los científicos usan los mapas de árbol para mostrar relaciones jerárquicas en los datos. Los mapas de árbol empiezan por el nivel más alto de los datos y los descomponen en categorías más pequeñas.

Pregunta a dos compañeros cuál es su comida favorita. Elabora un mapa de árbol para descomponer la comida favorita de cada compañero. Se muestra el nivel más alto del mapa de árbol. En el primer nivel debajo de "Comida favorita", haz una lista de cada comida favorita de tus compañeros. En el siguiente nivel, haz una lista de las partes de cada comida.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

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Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 21 and Teacher Support. Note that the following slides will change by one number through the end of the presentation.

Updated Text: Slide: Analizar e interpretar datos: Mapas de árbol Los científicos usan los mapas de árbol para mostrar relaciones jerárquicas en los datos. Los mapas de árbol empiezan por el nivel más alto de los datos y los descomponen en categorías más pequeñas. Según el mapa de árbol, ¿cómo se descompone Estados Unidos en diferentes niveles de información? Teacher: Analizar e interpretar datos: Mapas de árbol Apoyo para el maestro Pregunte: ¿Qué clase de diagrama es? ¿Qué información pueden identificar? Ejemplo de respuesta: Es un diagrama de mapa de árbol. Muestra cómo se puede descomponer Estados Unidos en estados y ciudades individuales. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Explique que cuando analizamos los datos, necesitamos poder verlos como una unidad y también como sus partes. Defina jerárquica como ordenar algo según su importancia. Los estudiantes deberían reconocer que en el mapa de árbol que se muestra, se descompuso Estados Unidos en dos estados, y luego se descompuso esos estados individuales en cuatro ciudades. ¡Inténtalo! Pida a los estudiantes que conversen y comenten sobre cómo pueden ampliar este mapa de árbol. Algunas sugerencias de ejemplo: Incluir más estados y ciudades o descomponer cada ciudad en partes más pequeñas tales como vecindarios.

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ISBN: 9781428553873

Link to Current Content:

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Location: Presentación de la vista preliminar a PCI y a los conceptos: Prácticas de ciencias e ingeniería, y temas y conceptos recurrentes, Diapositiva 19

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text:

Analizar e interpretar datos: Mapas de conceptos

Los mapas de conceptos ayudan a los científicos a reunir y organizar datos para mostrar cómo se relacionan. Para elaborar un mapa de conceptos, organiza las ideas principales en categorías y usa líneas para mostrar cómo se relacionan entre sí.

¿De qué manera muestra este mapa de conceptos la relación que hay entre los peces, las aves, los anfibios, los

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mamíferos y los reptiles?  
Todos son animales.

Analizar e interpretar datos: Mapas de conceptos

Apoyo para el maestro

Pregunte: ¿Qué tipo de diagrama es este? ¿Qué información pueden identificar?

Ejemplo de respuesta: Es un mapa de conceptos. Muestra los cinco tipos de animales.

Muestre la diapositiva siguiente. Lea el texto con la clase.

Comentar

Explique que cuando organizamos datos para elaborar un mapa de conceptos podemos mostrar las relaciones entre los diferentes datos. Al usar un mapa de conceptos podemos ver mejor las relaciones entre ellos. Explique a los estudiantes que pueden usar simples líneas o flechas para hacer que las conexiones sean más claras.

¡Inténtalo!

Pida a los estudiantes que participen en una discusión donde comenten cómo pueden ampliar este mapa de conceptos. Una sugerencia, por ejemplo, podría ser añadir ejemplos de animales en cada categoría.

**Component: *Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes: Analizar e interpretar datos***

ISBN: 9781428553873

Link to Current Content:

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Location: Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes: Analizar e interpretar datos

Link to Updated Content:

[View Updated Content](#)

Original Text: New question, página 3, pregunta 3

**Component: *Actividad de ideas clave, Tema 1, Experiencia 2, Sólidos, líquidos y gases, p. 43***

ISBN: 9781323223406

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 43

Location: Actividad de ideas clave, Tema 1, Experiencia 2, Sólidos, líquidos y gases, p. 43

Link to Updated Content:

[View Updated Content](#)

Original Text: New Activity Citation, existing content

Updated Text: Existing Content for new Activity Citation 2: Ideas clave Sólidos, líquidos y gases Completa las siguientes actividades para explicar las ideas clave. Estados de la materia Compara y contrasta las propiedades de los sólidos, líquidos y gases completando el diagrama de Venn. Escribe la letra de cada propiedad en el círculo correcto. Escribe la letra en el área en común si la propiedad es verdadera para dos o tres estados de la materia. A. Toma la forma de su

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recipiente. B. Sus partículas siempre están en movimiento. C. Sus partículas están organizadas. D. Tiene el mismo volumen que su recipiente. E. Sus partículas están separadas. F. Mantiene su forma. G. Sus partículas fluyen entre sí. H. Conserva su volumen. I. Sus partículas están cerca unas de otras.

Venn diagram with three intersecting circles, labeled "sólido," "líquido," "gas"

**Component: *Presentación de la vista preliminar a PCI y a los conceptos, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

Link to Current Content:

[View Current Content](#)

Location: Presentación de la vista preliminar a PCI y a los conceptos, Analizar e interpretar datos: Diagramas de Venn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 15 and Teacher Notes. Note that the following slides will change by one number through the end of the presentation.

Updated Text: Slide: Analizar e interpretar datos: Diagramas de Venn Los diagramas de Venn ayudan a los científicos a comparar y contrastar los datos que reúnen. Para elaborar un diagrama de Venn, se dibujan dos círculos con una sección donde se superponen. Agrega los datos que son iguales en la sección donde los círculos se superponen. Agrega los datos que son diferentes donde los círculos no se superponen. ¿Cómo podemos comparar y contrastar plátanos y limones?

Teacher: Apoyo para el maestro Pregunte: ¿Qué tipo de diagrama es este? ¿Qué información pueden identificar? Ejemplo de respuesta: Es un diagrama de Venn. Muestra las similitudes y diferencias entre un plátano y un limón. Muestre la diapositiva siguiente y lea el texto con la clase. Comentar Explique que cuando analizamos datos, a veces necesitamos comparar y contrastar los datos que reunimos. En este caso, nuestros datos vienen de observaciones. En el diagrama que se muestra, los estudiantes deberían reconocer que: los datos que se aplican solo al plátano se encuentran en el lado izquierdo del diagrama, los datos que se aplican solo al limón se encuentran en el lado derecho del diagrama, y los datos que se aplican al plátano y al limón se encuentra en el medio, la parte del diagrama que se superpone. Usar un diagrama de Venn hace que la similitudes y diferencias entre las dos cosas sean más visibles.

**Component: *Cuaderno de actividades***

ISBN: 9781323223406

Link to Current Content:

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Current Page Number(s): 61

Location: Tema 1, Experiencia 3, Actividad de trabajo práctico: "¿Cómo influye la mezcla en las propiedades de las sustancias?" (pág. 61) Paso 3 and Paso 4 (toda la página)

Link to Updated Content:

[View Updated Content](#)

Original Text: 3. Investigar Sigue los pasos para probar cómo la mezcla influye en las masas de las sustancias

Updated Text: 3. Investigar Sigue los pasos para investigar cómo la materia se conserva en este sistema.

**Component: *Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes***

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Location: Actividad de la vista preliminar a PCI y a los conceptos: Temas y conceptos recurrentes, 4. Sistemas, energía y materia

Link to Updated Content:

[View Updated Content](#)

Original Text: 4. Sistemas, energía y materia Para entender un sistema, podemos estudiar sus partes y cómo interactúan entre sí. También podemos investigar el flujo de energía a través de sistemas y los ciclos de la materia a través de sistemas. Usa un mapa conceptual para explicar cómo un árbol produce energía y materia para formar azúcares durante el proceso de fotosíntesis. Ejemplo de respuesta: El mapa conceptual debería mostrar que un árbol absorbe luz solar, dióxido de carbono y agua. El árbol usa la energía de la luz solar para crear azúcar y oxígeno del dióxido de carbono y el agua. La energía se mueve del sol a la planta. Luego, la planta usa esa energía para crear alimento para poder crecer.

Updated Text: 4. Sistemas, energía y materia Para entender un sistema, podemos estudiar sus partes y cómo interactúan entre sí. También podemos investigar el flujo de energía a través de sistemas y los ciclos de la materia a través de sistemas. Usa un mapa conceptual para explicar cómo un árbol utiliza energía y materia del ecosistema para producir azúcares durante el proceso de fotosíntesis. Usa tu mapa conceptual para comentar con un compañero cómo se conserva la materia en un ecosistema. Ejemplo de respuesta: El mapa conceptual debería mostrar que un árbol absorbe luz solar y usa materia del ecosistema, dióxido de carbono y agua, y nutrientes del suelo. El árbol usa la energía de la luz solar para producir azúcar y oxígeno del dióxido de carbono y el agua. La energía se mueve del sol a la planta. La materia se mueve desde el aire y el suelo. Luego, la planta usa la energía y la materia para crear alimentos, para poder crecer.

**Component: *Presentación de ideas clave, Tema 6, Experiencia 2, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

Link to Current Content:

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Location: Presentación de ideas clave, Tema 6, Experiencia 2, La energía en los ecosistemas, Diapositiva 5

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 5: Un ciclo es una serie de sucesos en un patrón repetitivo. A medida que un organismo se come a otro, la materia circula en una red alimentaria.

Updated Text: Slide 5: Un ciclo es una serie de sucesos en un patrón repetitivo. A medida que un organismo se come a otro, la materia circula en una red alimentaria. La materia se conserva en el ecosistema.

**Component: *Presentación de ideas clave, Tema 6, Experiencia 2, Diapositivas y Apoyo para el maestro***

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Link to Current Content:

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Location: Presentación de ideas clave, Tema 6, Experiencia 2, La energía en los ecosistemas, Diapositiva 6

Link to Updated Content:

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Original Text: Slice 6: Teacher Notes Explique que los descomponedores se encargan de descomponer la materia y así incorporan nutrientes al suelo. Las plantas usan estos nutrientes para fabricar alimento. Así es como la materia muerta de animales y plantas vuelve a circular en la red alimentaria.

Updated Text: Teacher Notes: Explique que los descomponedores se encargan de descomponer la materia y así incorporan nutrientes al suelo. Las plantas usan estos nutrientes para fabricar alimento. Así es como la materia muerta de animales y plantas vuelve a circular en la red alimentaria. La materia nunca se acaba. Solo se mueve de un lugar a otro, así que se conserva dentro de un sistema.

**Component: *Presentación de ideas clave, Tema 6, Experiencia 2, Diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

Link to Current Content:

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Location: Presentación de ideas clave, Tema 6, Experiencia 2, La energía en los ecosistemas, Diapositiva 7

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 7: Teacher Notes Explique que los descomponedores se encargan de descomponer la materia y así incorporan nutrientes al suelo. Las plantas usan estos nutrientes para fabricar alimento. Así es como la materia muerta de animales y plantas vuelve a circular en la red alimentaria.

Updated Text: Slide 7: Teacher Notes Explique que los descomponedores se encargan de descomponer la materia y así incorporan nutrientes al suelo. Las plantas usan estos nutrientes para fabricar alimento. Así es como la materia muerta de animales y plantas vuelve a circular en la red alimentaria. La materia nunca se acaba. Solo se mueve de un lugar a otro, así que se conserva dentro de un sistema.

**Component: *Cuaderno de actividades***

ISBN: 9781323223406

Link to Current Content:

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Current Page Number(s): 53

Location: Cuaderno de actividades, Tema 1, Experiencia 3, página 53, “Conservación de la materia”

Link to Updated Content:

[View Updated Content](#)

Original Text: New Activity Citation, existing content

Updated Text: Existing Content for new Narrative Citation 2. Conservación de la materia ¿Qué ocurre con la masa de la materia cuando la mezclas? Imagina que mezclas 25 gramos de garbanzos, 25 gramos de arvejas, 25 gramos de frijoles rojos y 25 gramos de soya. Si los colocas en un tazón, su masa no se pierde. La masa de la mezcla es exactamente igual a la suma de las masas de sus partes: 100 gramos. La materia se conserva en cualquier mezcla. La masa de la limonada es igual a la suma de las masas del jugo de limón, del agua y del azúcar.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

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Location: Presentación de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, diapositivas y Apoyo para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 28. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G4, TEKS 3.B.iv.

Updated Text: Slide: Comunicar en una variedad de formatos Los científicos e ingenieros comunican sus explicaciones y soluciones de forma individual y colaborativa en diversos formatos. Pueden escribir artículos, crear modelos o prototipos o participar en mesas redondas para explicar sus investigaciones individualmente o en colaboración con otros científicos. ¿Cuáles son algunas formas en las que pueden comunicar una explicación a la clase? Teacher: Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican diariamente en diversos formatos. Hablan, escriben artículos para la escuela, hacen dibujos, construyen modelos, etc. Muestre la diapositiva siguiente. Lea el texto con la clase. Comentar Pida a los estudiantes que piensen en la variedad de formatos que usan para comunicar sus ideas. Pregunte: ¿Qué formato te gusta más para comunicar tus ideas? ¿Por qué? ¿Es el mismo en todas las situaciones? Los estudiantes podrían responder que les gusta escribir sus ideas en un diario. O que les gusta hablar con la familia y los amigos. La situación puede determinar el tipo de formato de comunicación que prefieren los estudiantes. Recuerde a los estudiantes que cuando otras personas comunican sus ideas, es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

**Component: *Presentación de la vista preliminar a PCI y a los conceptos: Diapositivas y Apoyo para el maestro***

ISBN: 9781428553873

Link to Current Content:

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Location: Prácticas de ciencias e ingeniería y temas y conceptos recurrentes, Comunicación: Comunicar explicaciones, Diapositiva 26

Link to Updated Content:

[View Updated Content](#)

Original Text: New Slide 26. Note that the following slides will change by one number through the end of the presentation. Change made to a shared G3–G5 component, based on a citation rejected for G4, TEKS 3.B.v.

Updated Text: Slide: Comunicar en una variedad de escenarios Los científicos e ingenieros comunican sus explicaciones y soluciones de manera individual y de manera colaborativa en una variedad de escenarios. Pueden hacer presentaciones a sus colegas o al público general de manera individual. Pueden colaborar con otros científicos en estas presentaciones. ¿Cuáles son algunos de los escenarios en los que pueden comunicar una explicación o una solución? Teacher: Comunicar en una variedad de escenarios Apoyo para el maestro Explique que los estudiantes se comunican en una variedad de escenarios a diario. Hablan con sus compañeros en la escuela, con sus compañeros de equipo en una práctica deportiva, y con adultos en sus hogares. Muestre la siguiente diapositiva. Léala con la clase. Discusión Pida a los estudiantes que piensen cómo comunican información en la escuela en comparación con cómo lo hacen en sus hogares. Pregunte: Cuando comunican información en la escuela, ¿lo hacen de la misma manera en que lo hacen en sus hogares? Expliquen su respuesta. Ejemplo de respuesta: A veces, la manera en que comunico información en la escuela es diferente de cómo lo hago en mi hogar. En la escuela, doy respuestas más formales que las respuestas que doy en mi hogar. Explique a los estudiantes que los científicos y los ingenieros también trabajan juntos, o se colaboran entre ellos. Pida a los estudiantes que piensen sobre la última vez que trabajaron juntos en un proyecto en la escuela y lo comparen con jugar un juego con un amigo. Pregunte: ¿Cómo se comunicaron durante el proyecto en la escuela en comparación con cómo lo hicieron durante el juego con un amigo? Los estudiantes quizá respondan que se comunicaron de estilos diferentes al presentar un proyecto o planificar un juego con sus compañeros de equipo durante un partido. También pueden decir que tuvieron que hablar en voz baja durante la clase, en diferencia a lo que hicieron durante el juego. Recuerde a los estudiantes que cuando otras personas están comunicando sus ideas es importante escucharlas activamente. Y que también es importante que sean respetuosos entre compañeros durante las discusiones en la clase.

**Component: Carta de la escuela al hogar para este tema (T1)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La materia”, los estudiantes aprenden sobre la materia. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Propiedades de la materia ● Experiencia 2: Sólidos, líquidos y gases ● Experiencia 3: Mezclas y soluciones Primero, en la Experiencia 1, los estudiantes miden y observan propiedades físicas de la materia y comparan y contrastan la materia basándose en sus propiedades físicas. Luego, en la Experiencia 2, los estudiantes comparan y contrastan la materia según su estado físico e ilustran cómo la materia está formada por pequeñas partículas. Finalmente, en la Experiencia 3, los estudiantes comparan las propiedades de las sustancias antes y después de que se combinen en mezclas y soluciones, y demuestran la conservación de la materia. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.6A: Comparar y contrastar la materia con base en las propiedades físicas que se pueden medir, poner a prueba u observar, incluyendo masa, magnetismo, densidad relativa (capacidad de hundirse y flotar usando el agua como punto de referencia), estado físico (sólido, líquido, gas), volumen, solubilidad en agua y capacidad de conducir o aislar energía térmica y energía eléctrica. ● 5.6B: Demostrar y explicar que algunas mezclas mantienen las propiedades físicas de sus sustancias, tales como limaduras de hierro y arena, o arena y agua. ● 5.6C: Comparar las propiedades de las sustancias antes y después de que se combinen en una solución y demostrar que la materia se conserva en soluciones. ● 5.6D: Ilustrar cómo la materia está formada por partículas que son demasiado pequeñas para ser vistas, tales como las del aire en un globo. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.1B: Usar prácticas científicas para planificar y llevar a cabo investigaciones descriptivas e investigaciones experimentales simples y usar prácticas de ingeniería para diseñar soluciones a problemas. ● 5.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. Carta de la escuela al hogar para este tema Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra cómo se mezcla agua de colores con almidón de maíz. A medida que avanzan en las Experiencias, los estudiantes usarán actividades que los ayudarán a entender mejor para poder responder a la pregunta del fenómeno de anclaje: ¿En qué se diferencia esta mezcla de sus partes? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar para este tema (T2)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La fuerza y el movimiento”, los estudiantes aprenden sobre la fuerza y el movimiento. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Los patrones de movimiento ● Experiencia 2: Las fuerzas Primero, en la Experiencia 1, los estudiantes investigan y explican cómo las fuerzas iguales y desiguales que actúan en un objeto crean patrones de

movimiento y de transferencia de energía. Luego, en la Experiencia 2, investigan el efecto de una fuerza sobre un objeto en un sistema. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.7A: Investigar y explicar cómo las fuerzas iguales y desiguales que actúan sobre un objeto causan patrones de movimiento y transferencia de energía. ● 5.7B: Diseñar una investigación experimental simple que ponga a prueba el efecto de la fuerza en un objeto en un sistema, tal como un carro en una rampa o un cohete globo en un hilo. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.3B: Comunicar explicaciones y soluciones de forma individual y colaborativa en una variedad de escenarios y formatos. ● 5.4A: Explicar cómo los descubrimientos científicos y las soluciones innovadoras a los problemas impactan a la ciencia y la sociedad. ● 5.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 5.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. ● 5.5G: Explicar cómo ciertos factores o condiciones afectan la estabilidad y el cambio en objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje en el que hay un cohete que despegar, y luego exploran los efectos que tienen diferentes fuerzas sobre objetos en un sistema para explicar cómo despegar un cohete. A medida que avanzan en las Experiencias, los estudiantes repasarán la pregunta del fenómeno de anclaje: ¿Cómo despegar un cohete? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_  
Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar para este tema (T3)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La energía”, los estudiantes aprenden que la energía está en todas partes y que puede observarse en ciclos, patrones o sistemas. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Los cambios de energía ● Experiencia 2: La energía eléctrica y los circuitos ● Experiencia 3: La luz Primero, en la Experiencia 1, los estudiantes investigan y describen transformaciones de la energía en sistemas. Luego, en la Experiencia 2, los estudiantes exploran la energía eléctrica en el contexto de los circuitos y la transformación de la energía. Por último, en la Experiencia 3, los estudiantes exploran y explican cómo viaja la luz. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.8A: Investigar y describir la transformación de la energía en sistemas, tal como la energía en una linterna de baterías que cambia de energía química a energía eléctrica y a energía luminosa. ● 5.8B: Demostrar que la energía eléctrica en circuitos completos se puede transformar en energía de movimiento, luminosa, sonora o térmica, e identificar los requisitos para el funcionamiento de un circuito eléctrico. ● 5.8C: Demostrar y explicar cómo la luz viaja en línea recta y puede ser reflejada, refractada o absorbida. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.1D: Usar herramientas, incluyendo materiales para construir circuitos, para observar, medir, probar y analizar información. ● 5.1E: Reunir observaciones como evidencia. ● 5.1G: Desarrollar y usar modelos para representar fenómenos y objetos. ● 5.5C: Usar escala para comparar diferentes sistemas. ● 5.5D: Examinar las partes de un sistema y su interdependencia en el funcionamiento del sistema. Carta de la escuela al hogar para este tema Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje de una persona que baila que usa zapatillas luminosas y exploran cómo la energía cambia de forma en las zapatillas. A medida que avanzan en las Experiencias, los estudiantes responderán a la pregunta del fenómeno de anclaje: ¿Qué hace que las zapatillas se iluminen? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los

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estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente,  
\_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar para este tema (T4)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “La Tierra y el espacio”, los estudiantes aprenden sobre los patrones relacionados con la rotación de la Tierra. Las Experiencias en este tema son las siguientes: ● Experiencia 1: La rotación de la Tierra ● Experiencia 2: Patrones y sombras Primero, en la Experiencia 1, los estudiantes estudian cómo rota la Tierra sobre su propio eje y explican cómo se relaciona esa rotación con el ciclo día-noche y el desplazamiento aparente del Sol por el cielo. Luego, en la Experiencia 2, investigan cómo el desplazamiento del Sol por el cielo causa que las sombras cambien de forma y de posición. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.9A: Demostrar que la Tierra gira sobre su eje una vez aproximadamente cada 24 horas y explicar cómo eso causa el ciclo día/noche y la apariencia del Sol moviéndose a través del cielo, lo que resulta en cambios en las posiciones y formas de las sombras. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.1E: Reunir observaciones y medidas como evidencia. ● 5.1G: Desarrollar y usar modelos para representar fenómenos, objetos y procesos, o diseñar un prototipo para una solución a un problema. ● 5.2A: Identificar ventajas y limitaciones de modelos, tales como su tamaño, escala, propiedades y materiales. ● 5.5A: Identificar y usar patrones para explicar fenómenos científicos o para diseñar soluciones. ● 5.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. ● 5.5G: Explicar cómo ciertos factores o condiciones afectan la estabilidad y el cambio en objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra las sombras que se mueven a lo largo de un día. A medida que los estudiantes avancen en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo se mueven las sombras? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar para este tema (T5)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Patrones en la Tierra”, los estudiantes aprenden sobre patrones y procesos en la Tierra y los recursos naturales. Las Experiencias en este tema son las siguientes: ● Experiencia 1: El ciclo del agua y el estado del tiempo ● Experiencia 2: Cambios lentos en la Tierra ● Experiencia 3: Los recursos naturales ● Experiencia 4: La conservación Primero, en la Experiencia 1, los estudiantes explican cómo el Sol y el océano interactúan en el ciclo del agua e influyen en el estado del tiempo. En la

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Experiencia 2, identifican y demuestran cómo cambia la superficie de la Tierra. En la Experiencia 3, describen y demuestran los procesos que llevan a la formación de roca sedimentaria y combustibles fósiles. Finalmente, en la Experiencia 4, los estudiantes exploran cómo utilizar recursos naturales impacta en el medioambiente. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.10A: Explicar cómo el Sol y el océano interactúan en el ciclo del agua y cómo afectan el estado del tiempo. ● 5.10B: Modelar y describir los procesos que llevaron a la formación de rocas sedimentarias y combustibles fósiles. ● 5.10C: Modelar e identificar cómo los cambios en la superficie de la Tierra causados por viento, agua o hielo resultan en la formación de accidentes geográficos, incluyendo deltas, cañones y dunas de arena. ● 5.11A: Diseñar y explicar soluciones, tales como conservar, reciclar y desechar adecuadamente para minimizar el impacto ambiental por el uso de los recursos naturales. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.2D: Evaluar diseños experimentales y de ingeniería. ● 5.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra a buceadores que buscan y retiran basura del océano. A medida que los estudiantes avancen en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿Cómo podemos influir en el medioambiente de Texas? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_  
Maestro/Maestra de Ciencias

**Component: Carta de la escuela al hogar para este tema (T6)**

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Las interacciones en los ecosistemas”, los estudiantes aprenden sobre patrones, ciclos, sistemas y relaciones dentro de medioambientes y ecosistemas. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Los organismos en los ecosistemas ● Experiencia 2: La energía en los ecosistemas ● Experiencia 3: Impacto de los seres humanos en los ecosistemas Primero, en la Experiencia 1, los estudiantes describen cómo sobreviven los organismos interactuando con factores bióticos y abióticos en un ecosistema favorable. Luego, en la Experiencia 2, los estudiantes explican y predicen cómo los cambios en un ecosistema pueden influir en la circulación de la materia y el flujo de energía en una red alimentaria. Finalmente, en la Experiencia 3, los estudiantes describen un ecosistema favorable y explican cómo las actividades humanas pueden ser beneficiosas o dañinas para un ecosistema. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.12A: Observar y describir cómo una variedad de organismos sobrevive interactuando con factores bióticos y abióticos en un ecosistema saludable. ● 5.12B: Predecir cómo los cambios en el ecosistema afectan el ciclo de la materia y el flujo de energía en una red alimenticia. ● 5.12C: Describir un ecosistema saludable y cómo las actividades humanas pueden beneficiar o perjudicar un ecosistema. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.1G: Desarrollar y use modelos para representar fenómenos, objetos y procesos, o diseñe un prototipo para una solución a un problema. ● 5.3C: Escuchar activamente las explicaciones de otros para identificar evidencia relevante y participar respetuosamente en la discusión científica. ● 5.5E: Investigar el flujo de energía y el ciclo de la materia a través de los sistemas y cómo se conserva la materia. ● 5.5G: Explicar cómo ciertos factores o condiciones afectan la estabilidad y el cambio en objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra animales que cruzan un puente para vida silvestre. A medida que los estudiantes avancen en las Experiencias, usarán actividades que ayudan en la comprensión para ayudarlos a responder a la pregunta del fenómeno de anclaje: ¿Cómo pueden los animales vivir de forma segura cerca de las carreteras de Texas? Una de las mejores maneras para que los estudiantes comprueben lo que

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han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Carta de la escuela al hogar para este tema (T7)***

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Carta de la escuela al hogar para este tema Estimados padres de familia o tutores: En el tema “Los organismos”, los estudiantes aprenden sobre las estructuras y los comportamientos que ayudan a los organismos a sobrevivir en su medioambiente. Las Experiencias en este tema son las siguientes: ● Experiencia 1: Estructuras y funciones ● Experiencia 2: Comportamiento de los animales Primero, en la Experiencia 1, analizan y explican cómo las estructuras de los animales y sus funciones permiten que distintas especies sobrevivan en un mismo medioambiente. Luego, en la Experiencia 2, identifican y explican cómo los comportamientos instintivos y adquiridos aumentan las probabilidades de supervivencia de un organismo. Los principales TEKS de contenido cubiertos en este tema son los siguientes: ● 5.13A: Analizar las estructuras y funciones de distintas especies para identificar cómo sobreviven los organismos en el mismo medioambiente. ● 5.13B: Explicar cómo los rasgos de comportamiento instintivos, tales como las crías de tortuga dirigiéndose al mar, y los rasgos de comportamiento aprendidos, tales como las orcas cazando en grupo, aumentan las posibilidades de sobrevivir. TEKS de prácticas científicas y de ingeniería y de temas y conceptos recurrentes: ● 5.2B: Analizar datos a través de la identificación de cualquier característica significativa, patrón u origen de un error. ● 5.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos. ● 5.5F: Explicar la relación entre la estructura y el funcionamiento de los objetos, organismos y sistemas. ● 5.5G: Explicar cómo ciertos factores o condiciones afectan la estabilidad y el cambio en objetos, organismos y sistemas. Para iniciar este tema, los estudiantes miran y responden a un corto video del fenómeno de anclaje que muestra tortugas marinas recién nacidas que gatean hacia el océano. A medida que los estudiantes avancen en las Experiencias, responderán a la pregunta del fenómeno de anclaje: ¿De qué manera gatear ayuda a las tortugas marinas bebé en Texas? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo ayudar a su estudiante en ¡Experimenta las Ciencias! Cordialmente, \_\_\_\_\_ Maestro/Maestra de Ciencias

**Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas***

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Location: New Content

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[View Updated Content](#)

Original Text: New Content



Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link.

**Component: *Guía de comunicación entre la escuela y el hogar***

ISBN: 9781428553873

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Guía de comunicación entre la escuela y el hogar SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores:

- Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año.
- Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar.
- Reparta las cartas De la escuela al hogar para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes.
- Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido.
- Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario.
- Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

**Component: *Digital Components***

ISBN: 9781428553873

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: Added a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

**Component: *Digital Components***

ISBN: 9781428553873

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist. Carta de la escuela al hogar para este tema

Original Text: New Content

Updated Text: Added new content to all Cartas de la escuela al hogar para este tema to show progression of mastery of the TEKS.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade 5**

#### **Program: *Dynamic Science (Spanish) 5th Grade: TEKS***

**Component: *Dynamic Science (Spanish) 5th Grade***

ISBN: 9781433406805

Location: Activity 5.6A Lesson Guide -Teach and Discuss -Measurable Properties -- Quick Demo-- Volume

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Demostración rápida: en un cilindro graduado de 100 ml, agregue 40 ml de agua. Muestre a los estudiantes una piedra que quepa en el recipiente. Explique a los estudiantes que pueden encontrar el volumen de un objeto midiendo el cambio en el nivel del agua. Haga que los estudiantes dibujen una gráfica de barras que muestre la medida del agua antes de agregar la roca (40 ml). Coloque la roca suavemente en el cilindro graduado y observen el nivel del agua. Haga que los estudiantes dibujen una gráfica de barras que muestre la medida del agua con la roca. Calculen el cambio en el nivel del agua. Haga que los estudiantes dibujen una gráfica de barras que muestre el volumen de la roca. Explique a los estudiantes que este cambio es el volumen o espacio que ocupa la roca. El volumen se mide con un cilindro graduado, un vaso de precipitados o una taza medidora en mililitros o litros.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fifth Grade TEKS Lesson Guide.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Performance Task

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fifth Grade TEKS.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Performance Task Teacher Guide

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Learning Activities

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fifth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenomenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Teaching Note

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fifth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Claim, Evidence, Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: Home Connection Letters

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Proclamation 2024: Report of New Content (10/24/2023)

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

**Component: *Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: Learning Targets

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Based on TRR Feedback, Grade Level Learning Targets were developed to support instruction towards mastery of the concept.

The Learning Targets shows if the concept is introduced at the grade level or if the concept has been introduced in a previous grade(s) and being further developed.

## **Publisher: TPS Publishing**

### **Science, (Spanish) Grade 5**

#### **Program: *STEAM into Science - Grade 5 Spanish Edition: TEKS***

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes***

ISBN: 9781788059343

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 131

Location: Adjust page and third paragraph as follows:

Original Text: New Content

Updated Text: Para ayudarte a responder a tus preguntas, y a las preguntas anteriores, pensarás en investigaciones experimentales para llevar a cabo, utilizando prácticas científicas. Las investigaciones experimentales deben incluir una prueba justa, variables y un grupo de control. Cuando diseñes tu investigación, debes planificar cambiar sólo una variable cada vez, registrando lo que hiciste y lo que ocurre. Esto se conoce como causa y efecto. Tu objetivo es ser capaz de explicar a otros lo que has aprendido sobre empujes y tirones a partir de tus experimentos. Una vez que hayas planificado todo, ¡lleva a cabo tu investigación experimental!

**Component: *Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes***

ISBN: 9781788059343

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 480

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Adjust page and add above 'Materiales' as follows:

Original Text: New Content

Updated Text: Para esta investigación saldrás al exterior con tu profesor y tu clase. Esto se llama investigación de campo. Durante las investigaciones de campo debemos utilizar el equipo de seguridad y las prácticas necesarias para la situación. El equipo de seguridad puede incluir, entre otros: calzado de seguridad, ropa de alta visibilidad, protección para la cabeza, máscaras faciales, gafas protectoras. Las prácticas de seguridad pueden incluir, entre otras: estar familiarizado con el lugar, tener un punto de encuentro de emergencia, planificar la ruta seguida con antelación, tener alguna forma de comunicación.

## **Publisher: Houghton Mifflin Harcourt**

### **Science, (Spanish) Grade 6**

#### **Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6: TEKS***

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Guía de evaluación, Clave de respuestas, Banco de destrezas y temas tab

Location: Banco de destrezas y temas (TEKS 6.1-6.5), Question 53, Reteaching Support column, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column, Rationale for Choice E column, Rationale for Choice F column

Original Text: New Content

Updated Text: "Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar cómo la investigación científica en diferentes campos se relaciona con el proceso de las ciencias.

- A. La opción útiles es correcta porque los elementos de tierras raras se usan comúnmente en los dispositivos electrónicos.
- B. La opción dañinos no se usa porque los elementos de tierras raras son necesarios para el funcionamiento de los dispositivos electrónicos.
- C. La opción planificados no se usa porque los científicos hacen descubrimientos nuevos cuando realizan investigaciones.
- D. La opción mayores es correcta porque aprender más sobre los elementos de tierras raras podría ayudar a los científicos a hallar nuevos usos para esos elementos o hallar maneras de mejorar sus usos actuales.
- E. La opción menores no se usa porque solo los nuevos descubrimientos sobre los elementos de tierras raras que sean útiles se usarían en los dispositivos electrónicos.
- F. La opción inesperados es correcta porque los científicos no siempre pueden saber adónde llevará su investigación, y a menudo los resultados son inesperados."

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Guía de evaluación, Clave de respuestas, Banco de destrezas y temas tab

Location: Banco de destrezas y temas (TEKS 6.1-6.5), Question 49, Reteaching Support column, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column

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Original Text: New Content

Updated Text: "Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar cómo, aunque sea costoso desarrollar una nueva tecnología, a la larga esa inversión puede compensarse.

- A. Esta respuesta es incorrecta porque a la larga era menos costoso producir y mantener los transistores.
- B. RESPUESTA CORRECTA
- C. Esta respuesta es incorrecta porque pueden desarrollarse nuevas tecnologías que sean menos costosas y más eficientes.
- D. Esta respuesta es incorrecta porque uno de los objetivos de la investigación es hallar maneras de reducir los costos de las tecnologías."

**Component: HMM ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6**

ISBN: 9780358881698

Link to Current Content:

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Current Page Number(s): TEKS 6.1-6.5 Banco de destrezas y temas, p. 23

Location: Item 49 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: "La primera computadora digital de mediados de los años 40 usaba 3,000 tubos de vacío para su procesador. Los tubos de vacío eran frágiles, propensos a fallar y difíciles de mantener. Se necesitó una gran inversión para desarrollar una alternativa a los tubos de vacío: el transistor. Unos años más tarde, los transistores sustituyeron a los tubos de vacío en el procesador. Los transistores son pequeños, livianos y, una vez que se invirtió el costo de desarrollo inicial, pueden producirse en masa a un costo relativamente bajo. ¿Cuál de las siguientes opciones describe el análisis de costo y beneficio del desarrollo de transistores?

- A. Cuesta mucho dinero desarrollar transistores, por lo que no tenía mucho sentido producirlos dado que los tubos de vacío ya estaban disponibles.
- [correct answer] B. Cuesta mucho dinero desarrollar transistores, pero a la larga es mucho menos costoso producir y mantener los transistores que los tubos de vacío.
- C. Si bien los transistores son livianos, durables y baratos, tiene sentido seguir usando tubos de vacío porque eso es lo que se usaba antes.
- D. Si bien los tubos de vacío se rompen con facilidad y son difíciles de mantener, tiene sentido seguir usándolos para mantener alto el precio de la electrónica."

**Component: HMM ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6**

ISBN: 9780358881698

Link to Current Content:

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Current Page Number(s): TEKS 6.1-6.5 Banco de destrezas y temas, p. 24

Location: Item 53 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: "Las investigaciones actuales influyen en el pensamiento científico. Escribe UNA respuesta correcta en cada recuadro. No se usarán todas las respuestas.

Los elementos de tierras raras son metales con propiedades que los hacen [BLANK] en los dispositivos electrónicos, como los teléfonos celulares y las computadoras. Al investigar los elementos de tierras raras, los científicos podrían hacer

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descubrimientos [BLANK] sobre las propiedades de estos elementos, que podrían llevar a [BLANK] capacidades de los dispositivos electrónicos o tal vez a tecnologías completamente nuevas.

- A. útiles
- B. dañinos
- C. planificados
- D. mayores
- E. menores
- F. inesperados

[correct answer] Los elementos de tierras raras son metales con propiedades que los hacen [útiles] en los dispositivos electrónicos, como los teléfonos celulares y las computadoras. Al investigar los elementos de tierras raras, los científicos podrían hacer descubrimientos [inesperados] sobre las propiedades de estos elementos, que podrían llevar a [mayores] capacidades de los dispositivos electrónicos o tal vez a tecnologías completamente nuevas."

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ISBN: 9780358881605

Link to Current Content:

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Current Page Number(s): TEKS Lesson 6.6.D, Desarrolla, Screen 7

Location: Colabora

Original Text: New Content

Updated Text: "COLABORA: Con un compañero, busca un ejemplo de solución tecnológica en el que la densidad sea importante. Explica la tecnología a tus compañeros mediante un prototipo, un dibujo o una presentación oral. Luego, escribe tu explicación en un informe y entrégaselo al maestro."

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Link to Current Content:

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Current Page Number(s): TEKS Lesson 6.6.D, Desarrolla, Screen 4

Location: Colabora

Original Text: New Content

Updated Text: "COLABORA: Con un compañero, desarrolla un argumento que justifique o refute esta afirmación: Existe una fórmula matemática que representa patrones de densidad en los objetos. Usa evidencias de esta lección y tus conocimientos sobre patrones para justificar tu argumento.

Primero, presenta tu argumento de forma oral a un compañero. Luego, preséntalo a la clase por escrito, por ejemplo, mediante un informe."

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Current Page Number(s): TEKS Lesson 6.6.D, Exploración 1, Screen 2

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Location: new drag and drop interaction at bottom of screen

Original Text: New Content

Updated Text: "COMPARA: Se agrega aceite al sistema de arena, agua y aire del frasco. El aceite flota en una capa entre el agua y el aire. Usa esta información para comparar las densidades relativas de las sustancias y ordénalas de la menos densa a la más densa.

[options] aire, aceite, arena, agua

[table, column 1] Menos densa, [blank], [blank], Más densa

[table, column 2] [drop target: aire], [drop target: aceite], [drop target: agua], [drop target: arena]

[incorrect feedback] Las sustancias más densas se hundan debajo de las sustancias menos densas.

[correct feedback] Las sustancias más densas se hundan debajo de las sustancias menos densas. Como el aire flota en la parte superior, es la sustancia menos densa. El aceite flota sobre el agua, por lo que es una sustancia menos densa que el agua, pero más densa que el aire. La arena se hunde debajo de los tres fluidos, por lo que es la sustancia más densa."

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ISBN: 9780358881605

Link to Current Content:

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Current Page Number(s): TEKS Lesson 6.7.B, Exploración 1, Screen 2

Location: new Paso 8 after Paso 7

Original Text: New Content

Updated Text: "PASO 8, SUGIERE UNA SOLUCIÓN: ¿Cómo mejorarías el diseño de tu paracaídas? Recuerda que el objetivo es que el objeto caiga lo más lento posible.

Usa lo siguiente como ayuda para mejorar tu diseño:

- modelo del PASO 1
- datos de tu investigación
- resultados de tus compañeros
- comprensión de cómo distintas fuerzas pueden actuar sobre un objeto y afectarlo"

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.8.A, Exploración 3, Screen 2

Location: new Paso 2 and Paso 3 after Paso 1

Original Text: New Content

Updated Text: "PASO 2: Intercambia planes con otro grupo y evalúa su diseño experimental. Recuerda que el diseño experimental implica tener en cuenta cómo se relaciona cada variable, cuántas pruebas se deben realizar y cómo se medirán los resultados.

PASO 3: Evalúen con la clase los diseños de todos los grupos. Según la evaluación, elijan el diseño experimental que es más probable que les ayude a comparar de manera segura diferentes cantidades de reactivos y la cantidad relativa de energía química que se libera en el sistema. Anota el plan revisado."

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[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

**Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.8.B, Exploración 3, Screen 1

Location: Second paragraph, toward bottom of screen

Original Text: New Content

Updated Text: "Todos los organismos son sistemas que necesitan energía para hacer cosas. Los seres humanos y otros animales obtienen energía de los alimentos. Cuando comes, la energía contenida en los alimentos como energía química entra en el sistema digestivo. Una vez allí, sufre cambios químicos como los que se describen en la lección TEKS 6.6.E Evidencias de cambios químicos. Un cambio que puede sufrir la energía química en los alimentos es que se transforma en otras formas de energía química, como el azúcar en sangre, que pueden usar tus otros sistemas corporales. Ya sea que muevas las piernas, que tu corazón bombee o que expulses aire de los pulmones y eso haga ruido, toda la energía para tus sistemas corporales proviene de los alimentos que comiste. El sistema nervioso transforma la energía química en energía eléctrica para funcionar. El cuerpo humano también transforma la energía química en energía térmica que ayuda a mantener constante una temperatura corporal cálida. Esta energía térmica finalmente se transfiere al entorno. El sistema digestivo absorbe los nutrientes de la materia en los alimentos para que los usen los diferentes sistemas del cuerpo, y toda la materia que no se puede utilizar se elimina como desecho."

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Link to Current Content:

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Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: "La fotosíntesis dentro del sistema de las plantas también se relaciona con la conservación de la materia. La materia se conserva en este sistema porque hay el mismo tipo y número de átomos en los reactivos y los productos de la fotosíntesis. Los reactivos son las entradas de una reacción química, o lo que ingresa en ella. Los productos son las salidas de una reacción química, o lo que se produce en ella. Los elementos que participan en la fotosíntesis son carbono (C), oxígeno (O) e hidrógeno (H). Estos elementos se combinan de diferentes maneras para formar dióxido de carbono (CO<sub>2</sub>), agua (H<sub>2</sub>O), azúcar (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>) y oxígeno (O<sub>2</sub>).

Estas son tres maneras diferentes de describir la fotosíntesis.

- Las plantas usan la energía luminosa para convertir el dióxido de carbono y el agua en azúcar y oxígeno.
- dióxido de carbono + agua [arrow with "energía luminosa" label over the arrow] azúcar + oxígeno
- 6CO<sub>2</sub> + 6H<sub>2</sub>O [arrow with "energía luminosa" label over the arrow] C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> + 6 O<sub>2</sub>

EXPLICA: ¿Qué debe ser verdadero para que la materia se conserve en el sistema de las plantas durante la fotosíntesis? Elige todas las opciones que correspondan.

A. La masa de la energía luminosa usada en el proceso debe ser igual a la masa del dióxido de carbono, el agua, el azúcar y el oxígeno producidos.

B. La masa del dióxido de carbono y el agua usados en el proceso debe ser igual a la masa del azúcar y el oxígeno

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producidos. [correct answer]

C. El número de átomos de hidrógeno en los reactivos debe ser igual al número de átomos de hidrógeno en los productos. [correct answer]

D. La masa del carbono en los reactivos debe ser igual a la masa del carbono en los productos. [correct answer]

E. Los productos de la fotosíntesis deben ser los mismos que los reactivos."

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Current Page Number(s): TEKS Lesson 6.8.B, Exploración 3, Screen 3

Location: add new Explica interaction at the bottom of screen

Original Text: New Content

Updated Text: "EXPLICA: Explica cómo se conserva la materia en esta red alimentaria de un ecosistema. Incluye una explicación de por qué la cantidad de materia de la que se componen los productores puede no ser igual a la cantidad de materia de la que se componen los consumidores, pero aun así la materia se conserva en el sistema."

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Current Page Number(s): TEKS Lesson 6.8.C, Exploración 2, Screen 6

Location: bottom of screen, Colabora, short text interaction

Original Text: New Content

Updated Text: "COLABORA: En grupo, explica cómo saben las personas cuándo moverse cuando realizan una "ola" en un estadio, como la que se muestra en el video. Describe en qué se parece ese flujo de energía a lo que las ciencias llaman ondas transversales, como las ondas luminosas. Con tu grupo, presenta tu explicación en un formato visual y en el formato de texto que prefieras."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 2, Screen 4

Location: bottom of screen, REÚNE DATOS

Original Text: New Content

Updated Text: "¿De qué manera las posiciones y las fuerzas gravitacionales (o gravitatorias) de la Tierra, el Sol y la Luna causan...

- los ciclos diarios de las mareas?
- los ciclos semanales de las mareas?
- los ciclos mensuales de las mareas?

Anota los datos."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: Paso 4, short text interaction

Original Text: New Content

Updated Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así salir al canal. Sugiere una solución para establecer cuál es la hora más temprana del día en que puedes zarpar con el bote. Asegúrate de que tu solución sea consistente con la teoría dinámica de las mareas y esté apoyada en los datos que has elaborado."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: bottom of screen, PASO 6

Original Text: New Content

Updated Text: "PASO 6: Elabora un argumento ante los miembros de tu grupo sobre la hora más temprana a la que pueden zarpar con el bote, cuántas horas pueden navegar y a qué hora tendrían que regresar. Usa evidencias de tu investigación para apoyar tu argumento. Asegúrate de ser respetuoso con tu grupo a la hora de resolver cualquier desacuerdo. Después de la conversación, anota la decisión de tu grupo y las evidencias utilizadas como apoyo."

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Current Page Number(s): TEKS Lesson 6.9.B, Exp 4, Screen 4

Location: top of screen, insert new 1st paragraph

Original Text: New Content

Updated Text: "La teoría dinámica de las mareas establece que las mareas en la Tierra se ven afectadas constantemente por las fuerzas cambiantes del Sol y la Luna, así como por la rotación de la Tierra y la forma de las cuencas oceánicas. Estos factores crean patrones en las mareas, y cada lugar de la Tierra tiene un patrón único."

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Current Page Number(s): TEKS Lesson 6.10.A, Exp 4, Screen 5

Location: COMUNICA prompt, bottom of screen

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Original Text: New Content

Updated Text: "Haz un diagrama de tu asentamiento en la Luna. Incluye rótulos para identificar sus principales características. Comparte tu modelo con otros grupos de la clase."

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Current Page Number(s): Administración de los recursos (TEKS 6.11) Test A, p. 4

Location: Item 11 prompt, answer choices A, B, C, D

Original Text: New Content

Updated Text: Un grupo de científicos toma muestras de aire para estudiar los efectos de una sustancia química liberada a la atmósfera por una fábrica cercana.

¿Cuáles DOS fuentes de las siguientes serían apropiadas para evaluar el método utilizado para estudiar los efectos de la sustancia química?

- A. Un folleto publicitario de una empresa que vende equipos de monitoreo de la calidad del aire
- B. Una encuesta sobre la calidad del aire basada en las respuestas de las personas que viven cerca de la fábrica
- \*C. Un estudio científico sobre cómo se pueden medir los efectos que este producto químico produce en la atmósfera
- D. Un estudio de métodos de muestreo de aire de otras fábricas que liberan la misma sustancia química a la atmósfera

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Current Page Number(s): Assessment Guide Answer Key, TEKS 6.11 tab

Location: Administración de los recursos (TEKS 6.11) Test A, Question 11, Rationale for Choice A column, Rationale for Choice B column, Rationale for Choice C column, Rationale for Choice D column

Original Text: New Content

Updated Text: Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar cómo se pueden tomar decisiones informadas mediante la evaluación de evidencias provenientes de múltiples fuentes apropiadas y la evaluación de los métodos utilizados.

- A. Esto es incorrecto porque es probable que un folleto publicitario incluya información sesgada, o parcial, sobre los productos que figuran en él.
- B. Esto es incorrecto porque una encuesta basada en las respuestas de las personas que viven cerca de la fábrica probablemente incluirá opiniones sesgadas, o parciales.
- \*C. Esto es correcto porque un estudio científico es una fuente apropiada de información que puede servir para evaluar los métodos utilizados en un estudio.
- \*D. Esto es correcto porque se puede utilizar un estudio de métodos de muestreo de aire de otras fábricas para evaluar los métodos utilizados en un estudio.

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Current Page Number(s): TEKS Lesson 6.11.A, EXP 3, Screen 4

Location: screen title and interactions after the reading passage

Original Text: New Content

Updated Text: "Estudio de caso: La deforestación en Costa Rica

...

IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso?

DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso?

ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas?

EVALÚA: ¿Cómo afecta negativamente el problema del estudio de caso a las personas y al medio ambiente? ¿Cómo se han reducido ya los efectos negativos de la actividad sobre las personas y el medio ambiente mediante las decisiones de administración de los recursos?

SUGIERE SOLUCIONES: Identifica y describe al menos una estrategia de administración de los recursos que las personas podrían usar para mejorar el problema presentado en el estudio de caso.

DESCRIBE: ¿Cómo ayudaron a reducir la pobreza las políticas de Costa Rica para la administración de bosques?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 5

Location: Screen title and questions at the end of the screen

Original Text: New Content

Updated Text: "Estudio de caso: La contaminación de la atmósfera

....

IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso?

DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso?

ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas?

EVALÚA: ¿Cómo afecta negativamente el problema del estudio de caso a las personas y al medio ambiente? ¿Cómo se han reducido ya los efectos negativos de la actividad sobre las personas y el medio ambiente mediante las decisiones de administración de los recursos?

SUGIERE SOLUCIONES: Identifica y describe al menos una estrategia de administración de los recursos que las personas podrían usar para mejorar el problema presentado en el estudio de caso.

Reunir datos: ¿Cómo pueden afectar las decisiones de administración de los recursos a la cantidad de gases de efecto invernadero que se liberan con la quema de combustibles fósiles? Anota los datos."

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Current Page Number(s): TEKS Lesson 6.11.A, EL, Screen 8

Location: COLABORA paragraph

Original Text: New Content

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Updated Text: "COLABORA: Con un grupo pequeño, investiga un recurso energético que se haya consumido en exceso en el pasado o que se consuma en exceso en la actualidad, a nivel global.

Con tu grupo, elabora una explicación sobre cómo la educación puede ayudar a administrar el consumo de los recursos energéticos compartidos. Luego, con tu grupo, haz una presentación en clase que describa el recurso energético, cómo se ha consumido en el pasado y quién lo hizo, y los objetivos para administrar el consumo global del recurso energético en el futuro."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: COLABORA

Original Text: New Content

Updated Text: "COLABORA: Con un grupo pequeño, dedica 20 minutos a investigar los siguientes temas y preguntas. Elige un país en el que enfoques la investigación, como los Estados Unidos, Rusia, China, Islandia, Arabia Saudita o Brasil. Puedes dividir las preguntas para completar la investigación en el tiempo dado. Usa fuentes confiables para realizar la investigación, como sitios web gubernamentales o educativos y publicaciones revisadas por expertos que incluyan datos recientes."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Describir las emisiones de gases de efecto invernadero en los Estados Unidos. Short answer interaction

Original Text: New Content

Updated Text: "Describir las emisiones de gases de efecto invernadero

1. ¿Cuál fue la cantidad total de gases de efecto invernadero que emitió en el último año el país que elegiste, según los datos disponibles?
2. ¿Cuáles son las principales fuentes de emisiones de gases de efecto invernadero en el país que elegiste?
3. ¿Qué porcentaje de las emisiones del país que elegiste provienen de la quema de combustibles fósiles?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: EXPLICA, short text interaction

Original Text: New Content

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Updated Text: "EXPLICA: Con tus compañeros, explica cómo el consumo de energía en un país afecta a las personas en otras partes del mundo."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 4, Screen 4

Location: bottom of screen, TOMA DECISIONES INFORMADAS

Original Text: New Content

Updated Text: "TOMA DECISIONES INFORMADAS:

- Nombra tres o más fuentes fiables a las que accediste durante tu investigación.
- Luego, describe tres o más soluciones para reducir la desnutrición global sobre la que aprendiste a partir de tus fuentes.
- A continuación, evalúa la rentabilidad de cada solución. Una solución con una buena rentabilidad es aquella que ofrece buenos resultados a bajo costo. Los costos pueden incluir costos materiales, costos de implementación, impactos ambientales y muchos otros más.
- ¿Qué solución para reducir la desnutrición global crees que es la más rentable?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 2, Screen 2

Location: bottom of screen, TOMA DECISIONES INFORMADAS

Original Text: New Content

Updated Text: "TOMA DECISIONES INFORMADAS: Completa la tabla para documentar las fuentes que encontraste y los métodos de investigación que usaron esas fuentes. Luego, toma una decisión informada sobre qué método fue el más efectivo.

[insert table]

[col 1] Fuente [col 2] Método usado

[row 1]

[row 2]

[row 3]"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: TOMA DECISIONES INFORMADAS, short answer interaction

Original Text: New Content

Updated Text: "TOMA DECISIONES INFORMADAS: Según las evidencias de tu investigación, ¿qué medidas deberían tomar los países para reducir los efectos nocivos del consumo mundial de energía? Identifica qué función podrían cumplir las estrategias de administración de los recursos en esta tarea."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 6

Location: first paragraph and accordion

Original Text: New Content

Updated Text: "Ahora, comparte con tus compañeros tus ideas sobre la administración de los recursos y la reducción de la pobreza. Puedes usar los siguientes pasos para guiar una conversación de 15 minutos con la clase.

Comparte información (10 minutos)

Los voluntarios comparten la información que hallaron para las preguntas de IDENTIFICA, DESCRIBE, ANALIZA y EVALÚA.

Piensa en soluciones (5 minutos)

Con la clase, piensen en soluciones para reducir la pobreza relacionadas con la administración de los recursos."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 3, Screen 3

Location: Entire screen

Original Text: New Content

Updated Text: "Investigar cómo la administración de los recursos puede reducir la pobreza

En esta actividad, tu equipo investigará y describirá un ejemplo que demuestra la importancia de administrar los recursos para reducir la pobreza.

COLABORA: Con un grupo pequeño, dedica 15 minutos a investigar un ejemplo de cómo se usa la administración de los recursos para reducir la pobreza. Puedes usar "administración de los recursos" y "reducir la pobreza" como términos de búsqueda para guiar tu investigación.

IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso?

DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso?

ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas?

EVALÚA: ¿De qué manera las decisiones de administración de los recursos redujeron la pobreza en este ejemplo?"

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: Soluciones para las emisiones de gases de efecto invernadero, short answer interaction

Original Text: New Content

Updated Text: "Soluciones a las emisiones de gases de efecto invernadero

Describe tres estrategias que el país que elegiste podría adoptar para reducir las emisiones de gases de efecto invernadero, garantizando al mismo tiempo que todos tengan acceso a energía confiable y económica."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 4

Location: paragraph 1, add new sentence 4

Original Text: New Content

Updated Text: "Los Estados Unidos tienen una infraestructura energética desarrollada que proporciona a casi todos los estadounidenses acceso confiable a calefacción, electricidad y transporte. Sin embargo, esta infraestructura aún depende principalmente de la quema de combustibles fósiles, lo que contribuye al calentamiento global. Como en los Estados Unidos se consume tanta energía, las decisiones que se toman en este país tienen un gran efecto en el consumo mundial de energía. De hecho, el consumo de energía y las políticas energéticas de cada país pueden afectar al resto del mundo."

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Current Page Number(s): TEKS Lesson 6.11.A, Exp 5, Screen 5

Location: After Toma decisiones informadas

Original Text: New Content

Updated Text: "EVALÚA LA PRECISIÓN: ¿Cómo evaluaste la precisión de los datos en los que te basaste para tomar tu decisión?"

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Location: new screen after Screen 8

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Original Text: New Content

Updated Text: "[title] Investiga la administración de los recursos y la pobreza

Los recursos naturales son fundamentales para el sustento de cientos de millones de personas, incluidas muchas que viven en la pobreza. Por ejemplo, hay personas que pescan para comer y también venden el pescado para mantener a su familia. Gran parte de quienes utilizan los recursos naturales de este modo no tienen otras opciones para subsistir. Por ello, los recursos naturales son un factor importante para reducir la pobreza en el mundo.

[fish photo]

Realiza una investigación

Con un grupo, investiga una solución reciente para reducir la pobreza mediante la administración de los recursos.

Mientras investigas, piensa en las siguientes preguntas:

- ¿Cómo usan las personas los recursos naturales para ganarse el sustento?
- ¿Cómo se relaciona la pobreza con los recursos naturales y la administración de esos recursos?
- ¿Qué estrategias de administración de los recursos pueden ayudar a reducir la pobreza?

Haz un cartel que incluya la solución que investigaste y las notas sobre la reducción de la pobreza. Cuelguen los carteles de la clase juntos y hagan un recorrido para explorar otras soluciones para reducir la pobreza mediante la administración de los recursos.

[Sugerencia] Realizar una investigación

Probablemente uses Internet para buscar gran parte de la información, y esta información debe ser confiable. Además de enumerar tus fuentes, ten en cuenta lo siguiente a medida que encuentres información para esta actividad.

- ¿La fuente es confiable? Para evaluar la credibilidad, busca autores expertos en su campo, analiza el propósito del texto e intenta usar fuentes lo más recientes posible. Además, busca en sitios web tradicionalmente más confiables, como los que terminan en .gov, .edu u .org.
- ¿Los datos son comprobables? Es decir, ¿puedes hallar los mismos datos en varias fuentes confiables?
- ¿Las opiniones son de expertos en el tema?"

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Current Page Number(s): TEKS Lesson 6.11.B, Exp 4, Screen 4

Location: entire screen

Original Text: New Content

Updated Text: "Ser capaz de comunicar tus ideas de forma precisa y atractiva es una habilidad esencial para los científicos y los ingenieros. Puedes presentar ideas individualmente o en grupo. Elige un formato eficaz, como un informe escrito o la exposición de un cartel.

Después de crear el informe o el cartel, haz un breve anuncio de servicio público para comunicar y explicar tu solución. Tu anuncio debe explicar cómo la solución que desarrollaste podría aplicarse en toda la escuela para reducir los desechos sólidos generados."

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Current Page Number(s): TEKS Lesson 6.11.B, Elaborate, Screen 5

Location: Blue COLABORA box, top of the screen

Original Text: New Content

Updated Text: "COLABORA: Trabaja con un compañero o en un grupo pequeño para investigar soluciones para reducir la eliminación de desechos sólidos y el uso de vertederos en tu estado o en el país.

- ¿Qué fuentes encontraste durante la investigación? ¿Cómo sabías que eran confiables?
- Describe tres soluciones que se usen actualmente para reducir la eliminación de desechos sólidos.
- Describe al menos una solución para reducir la eliminación de desechos sólidos que no esté generalizada ahora pero que tal vez lo esté en el futuro.
- Evalúa las soluciones que describiste para saber si son poco costosas; es decir, analiza la relación entre lo bien que funciona una solución y cuánto cuesta.
- ¿Qué solución es la forma menos costosa de reducir la eliminación de desechos sólidos?

En primer lugar, comunica oralmente tu solución a otro grupo. Luego, presenta tu solución a la clase en forma de dibujo, cartel o presentación digital de diapositivas. Trabaja con tu maestro o con otro miembro de tu comunidad para implementar la solución."

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Current Page Number(s): TEKS Lesson 6.13.A, Desarrolla, Screen 3

Location: top of screen, first paragraph

Original Text: New Content

Updated Text: "Con un compañero, sigue investigando la historia de Henrietta Lacks y la cuestión del control del material genético. También debes investigar sobre un científico que actualmente esté estudiando la ética científica y médica. Responde las siguientes preguntas según tu investigación."

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Current Page Number(s): TEKS Lesson 6.13.A, Desarrolla, Screen 3

Location: new Investiga question at bottom of screen

Original Text: New Content

Updated Text: "INVESTIGA: Identifica a un científico que esté investigando actualmente la ética científica y médica.

- ¿Cuál es su formación académica y cuál es su foco de investigación?
- Menciona algunas cuestiones éticas actuales de las ciencias o la medicina.
- ¿Qué impacto tiene en la sociedad la investigación relacionada con la ética?"

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Current Page Number(s): TEKS Lesson 6.13.B, Elaborate, Screen 6

Location: Short Text Interactivity, PASO 4

Original Text: New Content

Updated Text: "PASO 4: Piensa en cómo se complementan la estructura y la función. Usa esta relación para explicar cómo la estructura de la característica del organismo ayuda a lograr su función."

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ISBN: 9780358881605

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Current Page Number(s): TEKS Lesson 6.13.B, Exploration 3, Screen 4

Location: Short Text Interactivity, PASO 4

Original Text: New Content

Updated Text: "PASO 4: Conversa con tu grupo sobre qué tipo de organismo crees que es la venus atrapamoscas. Durante la argumentación, usa explicaciones científicas acerca de autótrofos y heterótrofos, así como las evidencias que reunió tu grupo en el PASO 2. Asegúrate de participar respetuosamente con el grupo, ya sea que estén de acuerdo o no. Anota tu explicación final."

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ISBN: 9780358881605

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Current Page Number(s): TEKS Lesson 6.13.B, Exp 2, Screen 6

Location: bottom of screen, PASO 9, short text interaction

Original Text: New Content

Updated Text: "PASO 9: Describe otra forma en la que podrías resolver el problema de hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con datos de tu investigación, con conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

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ISBN: 9780358881698

Current Page Number(s): Grade 6 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 6 describes the horizontal alignment and how science concepts build over time across the grade level.

**Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***

ISBN: 9780358841777

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Page 1615 of 2091

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

**Component:** *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

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Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

## Publisher: Savvas Learning

### Science, (Spanish) Grade 6

**Program:** *Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS*

**Component:** *Carta de la escuela al hogar*

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Estimados estudiantes y padres de familia o tutores: En el Grado 6, los estudiantes estudiarán temas de ciencias físicas, terrestres y biológicas. Aprenderán sobre las fuerzas, la energía y los cambios de la materia. Explorarán las causas de las estaciones y las mareas, la estructura de la Tierra y cómo se administran los recursos de la Tierra. Finalmente, los estudiantes aprenderán sobre la teoría celular, las características de los seres vivos y sobre cómo los organismos interactúan en los ecosistemas. Este programa utiliza fenómenos o eventos que los estudiantes pueden observar en el mundo que los rodea, para inspirar su interés en la ciencia y orientar la investigación. El diseño de los materiales de instrucción sigue el modelo de las 5 Es, que está basado en la investigación. Este modelo tiene 5 fases: Empezar, Explorar, Explicar, Elaborar y Evaluar. Siguiendo este modelo, las actividades tienen una secuencia que tiene como meta apoyar una comprensión más profunda. Padres o tutores: A continuación, hay sugerencias para ayudar a su estudiante a adquirir las competencias necesarias y tener éxito en este curso: ● Revise el contenido que se está enseñando y asegúrese de hacer muchas preguntas. Anime a su estudiante a explicarle lo que ha aprendido en sus propias palabras o en su idioma materno. ● Pregúntele sobre las tareas que tiene y asegúrese de que las haya completado. ● Ayude a su estudiante a reunir los materiales y la información que necesita para sus actividades escolares. ● Aconséjele usar computadoras, tabletas u otros instrumentos digitales en la escuela y en la biblioteca. Si tiene computadora en casa, ayude a su estudiante a hacer investigación en línea. Con su ayuda y estas estrategias, su estudiante podrá tener una experiencia divertida y exitosa este año escolar.

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**Component: Carta de la escuela al hogar para este tema, Tema 1**

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Propiedades y cambios de la materia”, los estudiantes aprenden acerca de las propiedades de la materia, diferentes formas de clasificarla y cómo la materia puede cambiar. Las Experiencias en este tema son las siguientes: Experiencia 1: Comparar los sólidos, los líquidos y los gases Experiencia 2: Propiedades físicas de la materia Experiencia 3: Metales, no metales y metaloides Experiencia 4: Identificar los cambios químicos En la Experiencia 1, los estudiantes aprenden acerca de los tres estados de la materia y cómo las partículas se comportan en ellos. En la Experiencia 2, los estudiantes profundizan en las propiedades físicas de la materia, incluyendo las de las mezclas homogéneas y heterogéneas. En la Experiencia 3, los estudiantes aprenden acerca de los elementos y la tabla periódica. En la Experiencia 4, los estudiantes aprenden cómo identificar evidencias de un cambio químico. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.6A: Comparar sólidos, líquidos y gases en términos de estructura, forma, volumen y la energía cinética de los átomos y las moléculas. 6.6B: Investigar las propiedades físicas de la materia para distinguir entre sustancias puras, mezclas homogéneas (soluciones) y mezclas heterogéneas. 6.6C: Identificar elementos en la tabla periódica en cuanto a ser metales, no metales, metaloides y elementos de tierras raras con base en sus propiedades físicas y en su importancia para la vida moderna. 6.6D: Comparar la densidad de sustancias en relación con varios fluidos. 6.6E: Identificar la formación de una nueva sustancia usando la evidencia de un cambio químico posible. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1A: Hacer preguntas y definir problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones. 6.5A: Identificar y aplicar patrones para comprender y conectar fenómenos científicos o para diseñar soluciones. Para iniciar este tema, los estudiantes observan lo que le sucede a la masa de pizza al ser horneada. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: Carta de la escuela al hogar para este tema, Tema 2**

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Explorar las fuerzas”, los estudiantes aprenden acerca de diferentes fuerzas y cómo se miden. Las Experiencias en este tema son las siguientes: Experiencia 1: Tipos de fuerzas Experiencia 2: Medir las fuerzas En la Experiencia 1, los estudiantes aprenden a identificar y explicar cómo actúan las fuerzas sobre los objetos, incluyendo la gravedad, la fricción y el magnetismo. En la Experiencia 2, aprenden acerca de los pares de fuerzas simultáneas descritas por la tercera ley del movimiento de Newton, y calculan la fuerza neta que actúa sobre un objeto para determinar si las fuerzas están equilibradas o desequilibradas. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.7A: Identificar y explicar cómo las fuerzas actúan sobre los objetos, incluyendo gravedad, fricción, magnetismo, fuerzas aplicadas y fuerzas normales, usando aplicaciones del mundo real.

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6.7B: Calcular la fuerza neta sobre un objeto en dirección horizontal o vertical usando diagramas y determinar si las fuerzas están equilibradas o desequilibradas. 6.7C: Identificar pares de fuerzas simultáneas que son iguales en magnitud y opuestas en dirección que resultan de las interacciones entre objetos usando la tercera ley del movimiento de Newton. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1G: Desarrollar y usar modelos para representar fenómenos, sistemas, procesos o soluciones a problemas de ingeniería. 6.5C: Analizar cómo las diferencias en escala, proporción o cantidad afectan la estructura o el rendimiento de un sistema. Para iniciar este tema, los estudiantes ven un video corto sobre vuelo propulsado por agua, en el cual el agua se utiliza para elevar a una persona en el aire. Considerarán cómo el agua es capaz de levantar a una persona. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: *Carta de la escuela al hogar para este tema, Tema 3***

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Energía”, los estudiantes aprenden acerca de diferentes tipos de energía y cómo la energía se transfiere a través de las ondas. Las Experiencias en este tema son las siguientes: Experiencia 1: Energía cinética y energía potencial gravitacional Experiencia 2: Otros tipos de energía potencial Experiencia 3: Las ondas y la transferencia de energía Experiencia 4: Conservación de la energía En la Experiencia 1, los estudiantes aprenden sobre los conceptos de energía cinética y energía potencial. Comparan la energía cinética y la energía potencial gravitacional. En la Experiencia 2, aprenden acerca de la energía potencial elástica y química. En la Experiencia 3, los estudiantes exploran cómo se transfiere la energía en ondas transversales y longitudinales. Finalmente, en la Experiencia 4, exploran cómo se conserva la energía en diferentes sistemas. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.8A: Comparar y contrastar las energías potenciales gravitacionales, elásticas y químicas con la energía cinética. 6.8B: Describir cómo se conserva la energía a través de transferencias y transformaciones en sistemas, tales como circuitos eléctricos, redes alimenticias, atracciones en parques de diversiones o en la fotosíntesis. 6.8C: Explicar cómo se transfiere la energía a través de ondas transversales y longitudinales. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1G: Desarrollar y usar modelos para representar fenómenos, sistemas, procesos o soluciones a problemas de ingeniería. 6.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes observan bolas rebotando en un video corto. Considerarán por qué una bola vuelve a moverse después de haber golpeado el suelo. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: *Carta de la escuela al hogar para este tema, Tema 4***

ISBN: 9781428553910

Location: New Content

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Link to Updated Content:

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Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “El sistema Tierra-Sol-Luna”, los estudiantes aprenden acerca del sistema Tierra-Sol-Luna y cómo se relaciona con las estaciones y las mareas de la Tierra. Las Experiencias en este tema son las siguientes: Experience 1: Los movimientos de la Tierra y las estaciones Experience 2: Las mareas En la Experiencia 1, los estudiantes aprenden acerca de la inclinación del eje de rotación de la Tierra. Exploran cómo la cantidad de luz solar que la superficie de la Tierra recibe depende de su inclinación y los cambios de posición a medida que gira alrededor del Sol, y cómo estos cambios causan las estaciones. En la Experiencia 2, descubren los efectos de las mareas causados por la gravedad del sol y de la luna sobre la Tierra, y aprenden cómo las posiciones de la Tierra, el Sol y la Luna causan los ciclos diarios, primaverales y ciclos de mareas vivas y muertas en el océano. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.9A: Modelar e ilustrar cómo la Tierra inclinada gira alrededor del Sol, causando cambios en las estaciones del año. 6.9B: Describir y predecir cómo las posiciones de la Tierra, el Sol y la Luna causan ciclos diarios, primaverales y ciclos de mareas vivas y muertas en el océano debido a las fuerzas gravitacionales. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1G: Desarrollar y usar modelos para representar fenómenos, sistemas, procesos o soluciones a problemas de ingeniería. 6.5A: Identificar y aplicar patrones para comprender y conectar fenómenos científicos o para diseñar soluciones. Para iniciar este tema, los estudiantes consideran un fenómeno en la Gran Barrera de Coral, el sistema de arrecifes de coral más grande del mundo, en el cual los corales se reproducen al mismo tiempo cada año en un desove masivo. Los estudiantes consideran el papel que la duración del día, la altura de las mareas y la temperatura del agua juegan en determinar cuándo desovan los corales. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicándoselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: *Carta de la escuela al hogar para este tema, Tema 5***

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “La estructura de la Tierra”, los estudiantes aprenden acerca de las esferas y capas de la Tierra, y el ciclo de las rocas. Las Experiencias en este tema son las siguientes: Experiencia 1: Las esferas de la Tierra Experiencia 2: Las capas de la Tierra Experiencia 3: El ciclo de las rocas En la Experiencia 1, los estudiantes aprenden sobre las cuatro esferas de la Tierra. Aprenden a diferenciar entre la biósfera, hidrósfera, atmósfera y geósfera, e identifican cómo interactúan los componentes de cada esfera. En la Experiencia 2, se familiarizan con las cuatro capas de la Tierra y describen sus diferentes características. Finalmente, en la Experiencia 3, exploran cómo se forman y cambian las rocas sedimentarias, metamórficas e ígneas a través del ciclo de las rocas. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.10A: Diferenciar entre la biosfera, la hidrosfera, la atmósfera y la geósfera, e identifique los componentes de cada sistema. 6.10B: Modelar y describir las capas de la Tierra, incluyendo el núcleo interno, el núcleo externo, el manto y la corteza. 6.10C: Describir cómo se forman y cambian las rocas metamórficas, ígneas y sedimentarias a través de procesos geológicos en el ciclo de las rocas. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1G: Desarrollar y usar modelos para representar fenómenos, sistemas, procesos o soluciones a problemas de ingeniería. 6.2A: Identificar ventajas y limitaciones de modelos, tales como su tamaño, escala, propiedades

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y materiales. 6.5E: Analizar y explicar cómo fluye la energía y los ciclos de la materia a través de los sistemas y cómo la energía y la materia se conservan a través de una variedad de sistemas. Para iniciar este tema, los estudiantes determinan de dónde proviene la lava. Considerarán los procesos que forman la lava y la hacen erupcionar desde la superficie de la Tierra. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: *Carta de la escuela al hogar para este tema, Tema 6***

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Administrar los recursos de la Tierra”, los estudiantes aprenden cómo se administran los recursos atmosféricos, hídricos, energéticos y de los suelos. Las Experiencias en este tema son las siguientes: Experiencia 1: Recursos atmosféricos Experiencia 2: Recursos hídricos Experiencia 3: Recursos de suelos Experiencia 4: Recursos energéticos En la Experiencia 1, los estudiantes aprenden sobre el aire como recurso, los efectos adversos de las actividades humanas en la calidad del aire y las formas de reducir la contaminación atmosférica. En las Experiencias 2 y 3, los estudiantes adoptan un enfoque similar para aprender sobre el agua y el suelo, respectivamente. En la Experiencia 4, los estudiantes aprenden sobre los recursos energéticos, incluidas las energías renovables y no renovables y su administración, su uso y las interconexiones de esos recursos con el medio ambiente. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.11A: Investigar y describir por qué la administración de los recursos es importante en la reducción de la energía global, la pobreza, la malnutrición y la contaminación del aire y el agua. 6.11B: Explicar cómo la conservación, el aumento de la eficiencia y la tecnología pueden ayudar a administrar el aire, el agua, el suelo y los recursos de energía. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.3A: Desarrollar explicaciones y proponer soluciones apoyadas en datos y modelos, y que sean consistentes con ideas, principios y teorías científicas. 6.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes estudian el ejemplo de Bosco Verticale, un par de edificios de apartamentos que tienen miles de árboles pequeños que reciben aguas residuales filtradas del edificio, entre otras de sus características “verdes”. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component: *Carta de la escuela al hogar para este tema, Tema 7***

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Introducción a los seres vivos”, los estudiantes aprenden acerca de las células y las características compartidas de los seres vivos. Las Experiencias en este tema son los siguientes: Experiencia 1: Teoría celular Experiencia 2: Características de los seres vivos En la Experiencia 1, los estudiantes aprenden acerca de los numerosos científicos que contribuyeron a nuestra comprensión de la célula y al desarrollo de la teoría celular. En la Experiencia 2, descubren las características de los seres vivos. Los estudiantes identifican organismos unicelulares y pluricelulares, procariotas y eucariotas, y autótrofos y heterótrofos. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.13A: Describir el desarrollo histórico de la teoría celular y explicar cómo los organismos están compuestos por una o más células, que provienen de células preexistentes y son la unidad básica de las estructuras y las funciones. 6.13B: Identificar y comparar las características básicas de los organismos, incluidos los procariotas y eucariotas, unicelulares y multicelulares, y autótrofos y heterótrofos. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.5A: Identificar y aplicar patrones para comprender y conectar fenómenos científicos o para diseñar soluciones. 6.5B: Identificar e investigar relaciones de causa-efecto para explicar fenómenos científicos o analizar problemas. Para iniciar este tema, los estudiantes observan un video a cámara rápida de un cristal en crecimiento. Los estudiantes considerarán qué podría hacer que el cristal crezca y reflexionarán sobre la pregunta: si crece, ¿está vivo? Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component:** *Carta de la escuela al hogar para este tema, Tema 8*

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Original Text: New Content

Updated Text: Estimados padres de familia o tutores: En el tema “Organismos y ecosistemas”, los estudiantes aprenden acerca de cómo los ecosistemas se organizan y cómo los organismos interactúan entre sí y con su entorno. Las Experiencias en este tema son las siguientes: Experiencia 1: Organización de los ecosistemas Experiencia 2: Competencia entre los organismos Experiencia 3: Interacciones en los ecosistemas Experiencia 4: Variaciones en las poblaciones En la Experiencia 1, los estudiantes aprenden acerca de la organización jerárquica de los organismos, las poblaciones y la comunidad dentro de un ecosistema. En la Experiencia 2, los estudiantes se familiarizan con las formas en que los organismos compiten por factores abióticos y bióticos. En la Experiencia 3, los estudiantes investigan las interacciones que tienen los organismos y las poblaciones, como la depredación y las relaciones simbióticas. Finalmente, en la Experiencia 4, los estudiantes descubren que los organismos tienen variaciones que pueden influir en la supervivencia de las poblaciones. Los principales TEKS de contenido cubiertos en este tema son los siguientes: 6.12A: Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition. 6.12B: Describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism. Los principales TEKS de Prácticas de ciencias y de ingeniería y de temas y conceptos recurrentes cubiertos en este tema son los siguientes: 6.1E: Collect quantitative data using the International System of Units (SI) and qualitative data as evidence. 6.5D: Examine and model the parts of a system and their interdependence in the function of the system. Para iniciar este tema, los estudiantes aprenden acerca de dos poblaciones de osos en un ecosistema ártico en calentamiento: el oso polar y el oso pizzly, un cruce entre un oso polar y un oso pardo. Los estudiantes consideran cómo y por qué cada población podría cambiar con el tiempo. Una de las mejores maneras para que los estudiantes comprueben lo que han aprendido es explicárselo a otra persona. Pregúntele a su estudiante sobre sus experiencias en la clase y pídale que le explique el contenido que está aprendiendo en la escuela, usando sus propias palabras o su

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idioma materno, si es necesario. Las investigaciones han demostrado que a los estudiantes les va mejor en la escuela cuando tienen el apoyo de quienes los rodean. Juntos pueden disfrutar y aprender conceptos científicos interesantes, y al mismo tiempo, ayudar a su estudiante en ¡Experimenta las Ciencias!

**Component:** *Guía de comunicación entre la escuela y el hogar*

ISBN: 9781428553910

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: SAVVAS Learning tiene como objetivo proporcionar materiales educativos que ayuden a los estudiantes a tener éxito y a adquirir competencias en las ciencias. La buena instrucción comienza en el salón de clases, pero la participación de los padres y tutores en el aprendizaje de los estudiantes es clave para garantizar su éxito. Las oportunidades de aprendizaje de los estudiantes fuera de la jornada escolar pueden y deben aprovecharse en el salón para ofrecer una experiencia de aprendizaje más robusta. El aprendizaje en el hogar aporta a los estudiantes otra perspectiva, que, cuando se lleva al salón de clases, puede enriquecer el aprendizaje de todos los estudiantes en el aula. Utilice las siguientes estrategias para mejorar su comunicación con los padres o tutores:

- Reparta la carta De la escuela al hogar al inicio de año escolar. Esa carta contiene una descripción general del contenido que se tratará a lo largo del año escolar y describe el diseño del programa y la importancia del modelo de las “5 E” que está basado en los fenómenos. También incluye algunas maneras generales en las que los padres o tutores pueden ayudar a los estudiantes durante todo el año.
- Use la información que se ofrece en las secciones *Emprender experiencias dinámicas (Engage in Dynamic Experiences)*, *Contenido y secuencia (Scope and Sequence)*, *Plan del tema (Topic Planner)* y *Vistazo a la Experiencia (Experience At-A-Glance)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro para explicar a los estudiantes y a los padres o tutores el diseño del programa al principio del año escolar.
- Reparta las cartas De la escuela al hogar para los temas entre los padres o tutores al inicio de cada tema. Estas cartas incluyen información sobre lo que los estudiantes aprenderán en el tema, así como ideas para que los padres y tutores apoyen a sus estudiantes.
- Use las secciones *Conexión con el hogar (Home Connections)*, *A nivel local (Take it Local)* y *Colaborar con la comunidad (Collaborate with the Community)* de la Guía del maestro (Teacher Guide) o de la Guía de conversación para el maestro, para que los padres o tutores y la comunidad en general participen y ayuden a los estudiantes a establecer conexiones personales con el contenido.
- Anime a los estudiantes a comentar lo que están aprendiendo en la escuela con sus padres o tutores usando sus propias palabras y su idioma materno, si es necesario.
- Invite a los padres o tutores a mantenerse involucrados en el aprendizaje de sus estudiantes. Asegúrese de comunicarles que agradece sus comentarios y contribuciones, y de que sepan cómo pueden comunicarse con usted. Los padres y los tutores pueden ser una fuente muy valiosa de apoyo para los estudiantes. Esperamos que estas estrategias lo/la ayuden a obtener ese apoyo y a personalizar el aprendizaje de cada estudiante.

## **Publisher: Summit K12 Holdings**

### **Science, (Spanish) Grade 6**

**Program:** *Dynamic Science (Spanish) 6th Grade: TEKS*

**Component:** *Dynamic Science (Spanish) 6th Grade*

ISBN: 9781433407291

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

**Component: *Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Lesson Guide - Engage section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

**Component: *Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

**Component: *Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Questioning Strategies

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

**Component: *Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Teaching with Phenomena

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

# Publisher: eDynamic Holdings LP

## Astronomy

### Program: *Astronomy 1a/1b: TEKS*

#### Component: *Astronomy 1a/1b*

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1a: Introduction, Unit 4, Lesson 2, "Southern Sky" subheading, text beginning "Astronomers have created this sky map..."

Original Text: New Content

Updated Text: You'll recall that earlier in the course we discussed the apparent motion of the Sun and the Moon throughout the sky. This concept applies to the stars as well. We think about the locations and movements of stars and constellations by using a concept called the celestial sphere, an imaginary coordinate system, or grid, that encloses the Earth. If you could imagine Earth encircled within a great sphere or bubble, that large sphere would be the celestial sphere. Try to imagine the celestial sphere like a beach ball (celestial sphere) with a ping pong ball (Earth) in the center. Like a cartographer who creates geographic maps of continents and countries, astronomers have created a map of the sky by dividing the celestial sphere into 88 different areas. Astronomers have created this sky map for the purpose of identifying, naming, and plotting celestial objects. Almost every portion of the sky is now said to belong within a particular constellation.

Furthermore, the ecliptic is a term that refers to a great imaginary circle on the celestial sphere that represents the Sun's apparent path throughout the year. There are 12 constellations, referred to as the zodiac constellations, that follow the ecliptic in a circular path around Earth. Now, keep in mind the Sun is not actually moving!

To imagine the ecliptic, draw an imaginary line from the Earth, through the Sun, to the zodiac constellation on the other side. That zodiac would sit on the ecliptic. The ecliptic circulates both the Sun and Earth and allows different zodiac constellations to become visible in our night sky as we make our orbit around the Sun.

In fact, lunar and solar eclipses can only occur when the Moon crosses the ecliptic. This makes the ecliptic and the constellations along it rather important pieces of astronomical information because they allowed people in ancient times to predict eclipses and pinpoint the location of stars, nebulae, and galaxies that are visible from Earth. Those same 12 zodiac constellations observed by the first humans in history are still available for us to marvel at today. Not only that, but the ecliptic and the zodiac constellations allowed us to figure out the orbital path of our planet!

The 12 constellations along the ecliptic include Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpius, Sagittarius, Capricornus, Aquarius, and Pisces. It's important to note that the Sun will often pass through the constellation Ophiuchus; however, this constellation is not considered a member of the zodiac.

#### Component: *Astronomy 1a/1b*

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1a: Introduction, Unit 4, Activity 1 "Energy of Stars," Steps 1 and 2

Original Text: New Content

Updated Text: Energy of Stars

We know that a light-year is the distance that light travels in one year, and the distance to the stars is measured in light-years. For this activity, you will be exploring and learning all about some very special stars in our sky – constellations!

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You will perform online research to investigate and learn about several constellations as well as some more specific information about two constellations of your choosing, such as methods for tracking their locations, calculating the energy of stars in one of your chosen constellations, and answering some questions relating to what you've learned.

#### Step 1: Research Constellations and Choose Two Constellations to Focus On

- Head online and start reading about and researching constellations, including the historical origins of the perceived patterns of constellations and the role of constellations in ancient and modern navigation. Note that the images of the galaxies you find and the knowledge you've gained from reading the units can help you understand any new or difficult concepts. Don't hesitate to refer back to the unit as needed.
- Continue your research by exploring several constellations before deciding on two to investigate further. One of the constellations you choose must be among the 12 constellations found along the ecliptic. For your other constellation, you may choose to include:
  - o Cassiopeia
  - o Cepheus
  - o Draco
  - o Ursa Major
  - o Ursa Minor
- Take notes, organize and summarize your research into a coherent document, and identify the particular constellations that you will focus on. Be sure to include your understanding of the image(s) of your chosen constellations in your notes. Keep these notes handy. They'll be helpful both for completing this activity and for understanding concepts in future units.

#### Step 2: Movement in the Nighttime Sky

- For this part of the activity, you will be exploring and recording the apparent movement of the Moon, planets, and constellations/stars in the nighttime sky and recording various information in the document you created in Step 1. Research and record information regarding the apparent movement of the Moon and planets in the nighttime sky.
- Find a website that will allow you to visually explore the apparent movement of these objects in the night sky. There are several options. Include a link in your document for whatever website you use.
- Identify the location of your chosen constellations from Step 1 right now and record it. Make sure to also record your location and the date and time as well. If your constellations are not currently visible, find a time that they each will be available.
- Explore the location of your constellations on a different date and record this information as well as how the constellations move between today's date and this alternate date.
- Find and include an image of your chosen constellations in your document.

#### Step 3: Calculate the Energy of Two Stars in the Constellation

- For this step, you will choose one of the two constellations you have been researching to focus on. This can either be your zodiac constellation along the ecliptic or the other constellation you chose in Step 1.
- Do some online research to find two stars that are a part of that constellation.
- Then, research to find the mass of those stars.

Calculate the energy of each star using  $e=mc^2$ . Remember, in this equation:

- $e$  = energy (this is the number that is unknown now that you will find out)
- $m$  = the mass (in kg) of the star
- $c$  = the speed of light ( $3.00 \times 10^8$  m/s)

Round your answers to the nearest hundredth. Be sure to show your work. This may mean that you hand write the equations and submit a photo of your calculations. Graph your results with either a bar or line graph. You may choose to hand draw your graph or generate one on the computer. Your visual should clearly demonstrate that you understand how to calculate energy and have a firm grasp of the relevant vocabulary.

#### Step 4: Reflection Questions

Use the reading and research you performed above to respond to the questions below. Your answers should include a thorough conceptual understanding of all the relevant vocabulary used in this unit.

- Based on your research and the website that you used, how would you describe the way your constellations moved over time? Use cardinal directions of North, South, East, or West in your answer.
- Do some quick online research and find the name of a spiral galaxy in each of your constellations. We will study

galaxies in more detail later in the course, but for right now, what can you say about their angular momentum based on the information in this unit?

- Describe the importance of the constellations along the ecliptic.
- How do you think the concept of the speed of light helps astronomers study the universe? Is the speed of light in a vacuum the same regardless of where an observer stands? Explain your answer.

To complete this activity, submit the following in one word processing document:

- The name of each of your constellations
- Links to websites used in your research
- Any notes taken during research
- The names and masses (in kg) of both of the stars in the constellation you chose in Step 3
- The calculations, answers to the equation, and graph from Step 3
- Your answers to the reflection questions in Step 4

### **Component: Astronomy 1a/1b**

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1a: Introduction, Unit 6, Lesson 1, "Just How Old is This Galaxy?" subheading, text beginning "Astronomers use models ..."

Original Text: New Content

Updated Text: Just How Old is This Galaxy?

As we have already read, our home galaxy, the Milky Way, is around 13.5 billion years old. Considering the fact that scientists have estimated that the universe itself was created around 13.8 billion years ago, this means that the Milky Way is most likely one of the older galaxies in the universe. But how do scientists figure out the age of a galaxy? For figuring out a person's age, it's easy: you could ask, do some quick subtraction, or consult birth records. Galaxies aren't so big on documenting their births, however. Instead, astronomers measure the elements found in the oldest stars in the Milky Way's globular clusters (those dense groupings of stars that make the halo shape) to estimate the Milky Way's age. Let's take a look at some ways these globular clusters and other elements we find inside the Milky Way give us some clues about the age of the galaxy.

#### Using Models

Astronomers use models and computer simulations to better understand the origin of those globular clusters. Thinking about the size of the Sun, Earth, and Moon systems in the Milky Way can help us understand the age of the galaxy itself. Chances are you have probably seen a model of the Sun, Earth, and Moon systems within our galaxy at one point or another. However, that model was definitely not to scale! "To scale" means that the model would be the actual size of the Sun, Earth, and Moon systems themselves! We'd have a very hard time creating a model to scale, and it wouldn't help us very much because we wouldn't be able to study it the same way we can when we scale models down. When models are scaled down, they are much smaller, so we can look at them from different angles and study them more closely.

To create a scaled-down model of the Sun, Earth, and Moon systems including the planets, scientists measure the actual distance between these bodies and the actual size of each of these bodies. Then, they multiply each of these numbers by a certain constant to make the distances and sizes smaller but still all relative to one another by the correct amounts. This way, we can still marvel at the incredible size differences and distances between the Sun, Earth, and Moon systems, while also realizing how incredibly far Earth lies from the Sun in comparison to the Moon. You will have the chance to practice this soon in an activity!

As useful as they are, it's essential to keep in mind both the advantages and limitations of models, as models are not reality. Models are advantageous as they attempt to represent reality in a simplified way, but this oversimplification is also a limitation of models, and it can lead to errors and false assumptions if we are not careful.

#### Analyzing Isotopes

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Another way scientists can gather some information about the age of the Milky Way is measuring certain isotopes within the galaxy. When the Milky Way was in its earliest ages, hydrogen and helium and other common elements were the only ones around. But as galactic bodies interacted with each other, particularly by colliding and exchanging particles and matter through a process called cosmic spallation, other isotopes of elements started to show up in stars. Beryllium is one of these elements that scientists can use as a “cosmic clock” to determine age. An older star will have little, if any, stable beryllium present, but younger stars will have more beryllium isotopes because they were impacted by cosmic spallation. Like analyzing the rings of a tree, these scientists analyze for the presence or absence of certain elements.

**Component: Astronomy 1a/1b**

ISBN: 9781959433507

Location: Not in course

Original Text: New Content

Updated Text: Moonrise and Moonset

The moon rises and sets in our sky at different times during each lunar phase. This explains why we can occasionally see the moon during the daytime! We can predict the timing of moonrise and moonset during each phase using the moon phases. Moonset will increase by approximately 50 minutes each night after the new moon. Therefore, if you want to calculate when the Moon will rise, add 50 minutes for each day after a phase or subtract 50 minutes for each day before a phase. The Moon is visible in our sky for approximately 12 hours after moonrise, which gives us the ability to predict moonset as well!

**Component: Astronomy 1a/1b**

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1a: Introduction, Unit 4, Lesson 3, "Classifying Stars" subheading, text begins after Table: "But some objects called blackbody radiators..."

Original Text: New Content

Updated Text: We know that all objects emit and absorb electromagnetic radiation, but objects do this in different ways. Most objects absorb or reflect certain wavelengths of light depending on what the object is made of. But some objects called blackbody radiators absorb all of the light that falls on it. One example of a blackbody radiator is a container with a small hole in it (so that light can get in but not get out). The container absorbs all of the light that comes in through the small hole. A stove is also a great example of a blackbody radiator.

The light energy that a blackbody absorbs will heat it up until it emits its own radiation. The temperature the blackbody reaches is what determines the wavelength and the amount of light emitted by the blackbody. Think of a burner on an electric stove: it starts off black but the more heat it absorbs, it starts to glow red. Similarly, the hotter a blackbody gets, the more light it will give off.

The hotter the blackbody, the shorter the wavelength, which directly impacts the type of light that is emitted. For example, the temperature of the Sun is around 5800 K. The peak of this blackbody curve wavelength is around 500 nanometers, which is what we perceive as the color yellow. On the other hand, a blackbody that is twice as hot as the Sun could have a peak wavelength that is a part of the UV spectrum. The peak of the radiation curve is within the visible light spectrum, whereas some blackbodies emit UV or infrared light making them invisible to the human eye. We can use the blackbody radiation curve to estimate the temperature of planets and other celestial objects in our galaxy by determining the wavelength of light they are emitting.

Granted, there are additional factors that contribute to a planet's temperature as they are not perfect blackbodies—for example, the greenhouse effects that influence Earth's temperature. However, the blackbody radiation curve is still very useful as it helps scientists to identify and classify various celestial objects. For instance, younger stars are much cooler than older stars, making them emit predominantly infrared radiation. By determining where these stars fall on the

blackbody radiation curve, astronomers can classify celestial objects based on age.

What does this mean in terms of how stars appear to astronomers? The following slideshow provides images of stars of varying “sizes” and classifications. You’ll learn more about what that means in terms of the life cycle of a star soon.

**Component: Astronomy 1a/1b**

ISBN: 9781959433507

Location: Not covered in course

Original Text: New Content

Updated Text: Energy

We can demonstrate the energy of a particular wave of light by thinking about a rope. Imagine that you are holding one end of the rope and a friend is standing about three meters (10 feet) away holding the other end of the rope. What happens when one of you start to shake the rope up and down as you hold onto the end? It creates waves. If you shake the rope slowly (without using much energy), the waves will be slower—with lower frequency. If you shake the rope faster (with more energy), the waves will be faster—with higher frequency. It takes more energy to produce high-energy waves like x-rays and gamma rays, and takes less energy to create lower-frequency waves like radio and microwaves—all of these types of waves are detectable in space and are emitted by different celestial bodies.

The spectrum gives astronomers information about the composition and temperature of a star. Elements in a star's atmosphere absorb some of the light that radiates from the star. Because different elements absorb and emit different wavelengths of light, astronomers can tell what elements make up a star from the light the star emits.

There are three spectrum types: continuous, emission, and absorption. A continuous spectrum contains all wavelengths of light within a range. Think of a continuous spectrum like a perfect rainbow. When that perfect rainbow passes through a cloud or solid object, some of the light from the rainbow will be absorbed, leaving dark lines or spaces in its place—this is an absorption spectrum.

Let’s investigate the use of continuous spectra in the identification and classification of celestial objects. Stars almost always emit a continuous spectrum of light, which means light travels out from the star in all directions and interacts with nearly all matter and material in space. When starlight heats up a cloud of gas or solid object, that object can emit light itself. This produces an emission spectrum that looks like a bunch of colored lines in a row.

When objects are exposed to light energy from a continuous spectrum, the light they absorb or emit can be analyzed to find out more about the object. The same principle applies to objects that emit their own light energy. Therefore, all three types of spectrums can be used by scientists to identify and classify celestial objects.

To do this, scientists perform what is called spectroscopy using different diffraction tools and sophisticated devices. Each element and compound will give off a unique emission or absorption spectrum, which means lines will appear on the spectrum; these are called spectral lines. By analyzing the spectral lines of a certain celestial object, scientists can determine the elements that comprise the object, its temperature, its density, and even its magnetic field. Furthermore, the width of the spectral lines can indicate how rapidly the object is moving; if the lines move back and forth, the object may be orbiting something and so much more! This allows scientists to identify known objects and classify newly discovered ones.

Each element gives off a unique emission spectrum, like the above example of Hydrogen’s spectrum, which is useful when classifying stars.

Consider a neon sign that stores or restaurants use to attract your attention. The neon sign glows when there is an electric current in the neon gas, but instead of electricity, gases in stars are heated by nuclear fusion. If you looked at a neon sign with a spectrograph, you would see emission lines. Emission lines are lines that are made when certain wavelengths of light, or colors, are given off by hot gases. When an element composing a gas in stars emits light, only some of the colors in the spectrum appear, while all the other colors are missing.

Like the element neon, a star produces a spectrum; however, a star's spectrum contains dark emission lines. Because the star's atmosphere absorbs certain wavelengths of light, the spectrum of a star is called an absorption spectrum. The absorption spectrum is produced when light from a hot solid or dense gas passes through a less dense, cooler gas as

photons of light move from the core of the star to the star's outer atmosphere. A star is mainly made of hydrogen gas, but most classes of stars include other elements such as helium, calcium, and other heavier elements and molecules. Emission lines are like fingerprints for an element. Observe the emission lines for the following elements in Table 1 below.

**Component: *Astronomy 1a/1b***

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1b: Exploring the Universe, Unit 3, Critical Thinking Question 5

Original Text: New Content

Updated Text: 4. How would a journey of exploration through the inner planets of our solar system differ from an exploration of the outer planets? Focus your response on explaining the basic physical characteristics of the inner and outer planets, including in comparing both the sizes and orbits of the various planets. How do the origins of our solar system explain these physical differences between planets?

**Component: *Astronomy 1a/1b***

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1b: Exploring the Universe, Unit 5, Lesson 4, text beginning "During this time, the Sun is converting..."

Original Text: New Content

Updated Text: The Fate of the Sun

As you know, the Sun is massive! But how massive is it really? Scientists estimate that the approximate mass of the Sun is  $1.989 \times 10^{30}$  kg. Comparatively, Earth's approximate mass is  $5.9722 \times 10^{24}$  kg, making the Sun nearly 333,000 times bigger than Earth!

So what can we expect to happen with such a large star? Scientists estimate that the Sun contains enough hydrogen in its core to continue nuclear fusion and its release of energy for about 10 billion years. Because the Sun is estimated to be about five billion years old, we are about halfway through its "lifetime." During this time, the Sun is converting four million metric tons of mass into energy every second. Eventually, the Sun will enter a red giant phase. The core will become smaller and hotter, eventually creating a situation where helium fusion will begin turning helium into carbon at the core. The Sun will lose its outer layers and slowly cool and fade as a white dwarf star.

**Component: *Astronomy 1a/1b***

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1b: Exploring the Universe, Unit 5, Lesson Plan, Class 4, Closure section, first bullet point

Original Text: New Content

Updated Text: Imagine that you are traveling in a spaceship to the center of the Sun. Identify the Sun's approximate mass and size, then describe what you would you experience and see in each of the Sun's regions.

## Component: *Astronomy 1a/1b*

ISBN: 9781959433507

Link to Current Content:

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Location: Astronomy 1a: Introduction, Unit 6, Activity 1 "Model the Milky Way," Steps 1-5

Original Text: New Content

Updated Text: Step 1: Gather Supplies

You will need to gather a few supplies before you begin:

- a ruler or measuring tape
- an object that can represent the sun
- other objects (8) that can represent each of the planets in our solar system
- an object that can represent Earth's moon
- note cards (10) to label each object
- something to signify the limits of the Milky Walk (string, rope, chalk to draw, etc.)

Remember that we are creating a scaled-down model of the Sun, Earth, and Moon systems. When choosing your items to represent the planets, the moon, and the sun, try to find objects around your house. They should represent the actual size of the planets, sun, and moon in comparison with one another as best you can. You will also have to model the location and movement of our solar system within the Milky Way. Remember to gather something that can signify the boundaries of the Milky Way.

To accurately model the size of the planets, the moon and the sun, research the size of the planets online and then order the celestial bodies from largest to smallest. Next, find 10 objects to represent the planets, the moon and the sun. Try to keep the objects between the size of a tennis ball and a cantaloupe.

Arrange the objects from largest to smallest and then match them with the corresponding celestial body. Once you choose the items you'll use to represent the sun, moon and planets, set them aside for now.

Step 2: Find Distances in AUs

To create a model of our solar system that models the scale, size and distance of the Sun, Earth and the Moon systems, it's important to measure the distances between the celestial bodies as accurately as possible and represent them in the correct order!

To do this, research each planet's distance from the sun, as well as the moon's distance from both Earth and the Sun in AUs. Take notes about what you read to use when preparing your model. Note in particular any text that is around the images you see in your research. Consider which text you'd like to use or adapt in your own model. To keep things simple, round to the nearest tenth of an AU (the first number after the decimal). For example, Venus's AU is 0.723, so you would just write down 0.7 AU.

You will also want to look up the size of our solar system in comparison to the Milky Way so that you can accurately represent the boundaries of the Milky Way around your model of the solar system and model the location of our solar system within the Milky Way.

Step 3: Convert AUs to Inches

Next, convert each planet's and the moon's AU measurement to inches, so you know how to place each item in your model of the Sun, Earth, and Moon systems inside the Milky Way. Remember, we are using six inches for every one AU. Figuring out Earth's is easy! It's just six inches from your sun because it's just one AU from the sun. The other distances will likely require more careful calculation. An easy way to convert from AUs to inches is to just multiply the planet's AU by six—this will tell you the number of inches from the sun that you will place each object.

We will use Venus as an example again. Venus's AU is 0.7. So multiplying 0.7 by 6 equals 4.2. So, your object that represents Venus will be 4.2 inches away from your sun. Figure out the other six planets and write them all down. All of your answers should be in inches.

Step 4: Place Your Objects

After you've figured out all of the conversions, it is time to build your "model"! To do this, you will set the sun down on the ground first, then place the planets at the appropriate distances from the sun (in inches, which you just calculated).

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To do this, find a long hallway, bedroom, or if it's nice outside, you may want to make your model on your driveway or patio, just make sure it's not too windy! (Hint: you will need about 20 feet of space for the solar system, so choose wisely).

Remember, you also need to model the location of our solar system within the Milky Way so be sure to signify the boundaries of the Milky Way in some way. For example, if you are modeling the solar system in your yard, you may want to mark the boundaries of the Milky Way with a string or a rope. If you are modeling inside a room, you may model the Milky Way as the entire room.

Begin by setting your object that represents your sun on the ground somewhere. This will be the point from which you measure each planet's distance (in inches). Using your conversions, begin measuring and placing each planet in their respective places from your sun. Remember, Earth will just be six inches away because its AU is one. Place the moon after you have placed Earth.

#### Step 5: Label Your Objects

Take your note card and write the name of the planet (or the moon), its AU, and the conversion in inches that you've figured out. You can also include any other useful words on the note card. Place each label under their respective planets. The sun will have an AU and inches area that is left blank—this card only needs to say "Sun." The moon can have two AU measurements, one from the Sun and one from Earth.

#### Step 6: Record Your Model

To demonstrate all that you have learned, you will film several videos or take images to show the movement of the solar system in the Milky Way and the Milky Way's possible collision with other galaxies.

The first video should film your entire model from the start of your sun to the last planet (Neptune). Record slowly so that every planet can be seen clearly along with its label.

The second video (or set of images) should model the location and movement of our solar system within the Milky Way. This can be done using numerous video clips where you move the solar system inside the boundaries of your Milky Way model. You can also take several different images of the solar system model within your Milky Way model to represent how our solar system moves within our galaxy.

The final video you will need to record will model what would happen if the Milky Way collided with another galaxy like Andromeda. In your video, audibly describe how galactic evolution occurs through collisions.

To complete this activity, upload both your videos or your videos and the set of images.

#### Step 7: Reflect

In a word processing document, answer the following questions:

1. Explain how you modeled the scale of the Sun, Earth, and Moon systems using your materials.
2. Explain how you modeled the size difference between the planets, the moon and the sun using your materials.
3. Identify one limitation and one source of error in your physical model of the solar system.
4. Explain one advantage that comes from using physical models of the solar system.
5. Do you notice any noteworthy features about your model? Do any patterns jump out at you about how the planets are located in relation to the Sun or each other?

### **Component: Astronomy 1a/1b**

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 5, Lesson 5, "Galactic Clusters" subheading, text beginning "The Milky Way, Andromeda galaxy, and large and small Magellanic Clouds..."

Original Text: New Content

Updated Text: Depending on the number of galaxies it contains, a cluster of galaxies can either be classified as a poor cluster or rich cluster. As their names suggest, poor clusters contain fewer galaxies than rich clusters. A rich cluster contains hundreds or thousands of galaxies, while a poor cluster may contain only a few dozen. The Milky Way, Andromeda galaxy, and large and small Magellanic Clouds belong to the poor cluster called the Local Group. The Local

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Group contains approximately 40 galaxies, and a third of these galaxies are dwarf elliptical galaxies. The Local Group is relatively small compared to other large-scale structures in the universe, despite it comprising almost 10 million light years of space. For example, the Local Group sits on the outskirts of a giant supercluster known as the Virgo Supercluster. The size of the Virgo Supercluster is thought to be about 110 million light years of space; that's 11 times greater in size than the Local Group!

Even more mind-boggling is trying to conceptualize the size of something like the Hercules-Corona Borealis Great Wall, which comprises billions of light years of space. The Hercules-Corona Borealis Great Wall is considered the largest observable structure in the universe. The Virgo Supercluster is said to be a part of the larger Laniakea supercluster which spans nearly 520 million light years. Scientists recently discovered that the galaxies within the Laniakea are not gravitationally bound to one another, raising questions as to whether it should be considered a cluster at all. The distribution of clusters of the galaxies within the universe is sometimes described as appearing like a sponge. Imagine the surface of a sponge that is used in everyday household chores. The empty spaces in the sponge are like the voids found throughout the universe. The sponge material is like the locations of most galaxies.

**Component: *Astronomy 1a/1b***

ISBN: 9781959433507

Link to Current Content:  
[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 1, Lab video "Is our universe the only universe?" Question 6.

Original Text: New Content

Updated Text: Describe the Big Bang theory and how scientists currently understand the age, evolution, and fate of the universe. Which theory do you feel is the better explanation of what may happen to the universe in the future? Why?

## **Publisher: Accelerate Learning Inc.**

### **Biology**

**Program: *STEMscopes Science TX - Biology: TEKS***

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): n/a

Location: Reusable materials, Safety Precautions, Activity Explore steps 2 and 3

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: Updated safety precautions - see Document

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

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Link to Current Content:  
[View Current Content](#)

Location: Reusable materials, Safety Precautions, Explore steps 2 and 3

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: Updated safety precautions - see Document

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): pages 1 and 3

Location: Introduction, Reflection and Conclusion question 9

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: In this experiment, you will first examine slides for the presence of starch. Then, you will use experimental testing to evaluate the scientific explanation that enzymes are biological molecules that act as catalysts to speed up reactions by lowering the activation energy required.

9. Scientists have discovered that the lining of the small intestine produces lactase. Lactase breaks down large polymers in lactose to monomers for absorption through the lining of the intestine. Use what you have learned in this experiment to evaluate what will happen to a person whose body does not produce lactase.

During the experiment we saw that without amylase starch was not broken down. If a person does not produce lactase then they would not break down lactose as effectively.

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:  
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Current Page Number(s): Page 4

Location: Reflection and Conclusion

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: Reflection and Conclusion Question 3. Compare each of the ecological relationships: predation, competition, mutualism, commensalism, and parasitism. How are they similar? How are they different?

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**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pages 1,

Location: Changes in Introduction, Day 1 step 1, 6New content inserted after page 1 called Station Data CollectionNew content inserted after page 2Page 4 question 6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See document for update to introduction, questions 1, 6 and Day 2 question 6

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1, page 6

Location: Introduction, Page 6 Reflection and Conclusion question 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In this experiment, you will compare viruses to cells and model an infectious viral disease outbreak. Viruses are microscopic agents that can infect living cells and cause diseases. The current scientific explanation is that viruses spread among populations by various modes of transmission, such as direct contact, airborne droplets, or contaminated surfaces. The rate and extent of viral spread depend on factors such as the virulence of the virus, the susceptibility of the host, and the environmental conditions. To prevent or control disease outbreaks public health measures such as vaccination, isolation, and hygiene are essential.

Imagine that a pathogen is running rampant in your classroom, and only the teacher knows who is infected. You will experiment with several ways that pathogens can be transmitted, how they infect large groups of people and will then critique the scientific explanation on how to stop or control a disease outbreak.

(Image of a group of connected people spreading a virus)

3. Current scientific understanding is that identifying the mode of transmission of a disease is one of the most important ways to help stop the spread of infections. Using what you have learned in this experiment, write a critique of this current scientific explanation.

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Link to Current Content:

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Current Page Number(s): Pages 8-9

Location: Pages 8 and 9

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Reproduction is the process of creating new individuals of the same species. It is essential for the survival and evolution of living organisms. Reproduction involves the interaction of different body systems, such as the reproductive system, the endocrine system, the nervous system, and the circulatory system. The reproductive system consists of organs and structures that produce gametes (sperm and egg cells) and support the development of offspring.

The male

reproductive system includes the testes, epididymis, vas deferens, seminal vesicles, prostate gland, urethra, and penis.

The female reproductive system includes the ovaries, fallopian tubes, uterus, cervix, vagina, and vulva.

Body Systems and Reproduction

The reproductive system is controlled by hormones secreted by the endocrine system. The endocrine system is a network of glands that secrete chemical messengers called hormones into the bloodstream. Hormones regulate various functions of the body, such as growth, metabolism, mood, and reproduction. The main endocrine glands involved in reproduction are the hypothalamus, the pituitary gland, the gonads (testes and ovaries), and the adrenal glands.

The hypothalamus and the pituitary gland are located in the brain and communicate with each other to control the release of hormones from the gonads. The gonads produce sex hormones, such as testosterone in males and estrogen and

progesterone in females, that influence the development of secondary sex characteristics and regulate the production and maturation of gametes. The adrenal glands produce stress hormones, such as cortisol and adrenaline, that can affect reproductive function.

The nervous system is involved in reproduction in several ways. First, it allows organisms to sense and respond to external and internal stimuli that influence sexual behavior, such as pheromones, visual cues, touch, emotions, and thoughts. Second, it regulates hormonal secretion by sending signals from the hypothalamus to the

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Activity - Explain - Example Question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity Explain Example Question:

What are two animal body systems that work together to perform reproduction ? Answers will vary. Possible student responses could include the following: reproductive system and endocrine system, reproductive system and circulatory system, or reproductive system and nervous system.

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**Component: *STEMscopes Science TX - Biology (Online)***

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Link to Current Content:

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Current Page Number(s): Page 3

Location: Reflections and Conclusion

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Reflection and Conclusion

4. During the process of reproduction hormones are secreted and then travel through the body to other organs. What organ systems are working together to accomplish this task?

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 8

Location: Page 8, top two boxes

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Reproductive System

Organs and Tissues: Ovaries, uterus, vagina, and fallopian tubes as well as penis, urethra, and testicles

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 2

Location: Page 2, top row, top right

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: You found out that your cat is pregnant and expecting kittens soon. What body systems are involved in this scenario?

The reproductive and endocrine systems (accept additional answers if students can provide an explanation)

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**Component: *STEMscopes Science TX - Biology (Online)***

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Link to Current Content:

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Current Page Number(s): Page 1

Location: Table

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: What are at least three systems that are involved in performing the function of reproduction? Endocrine system, nervous system, reproductive system

How do these three systems interact to perform the function of reproduction? The endocrine system uses hormones, the nervous system uses nerve impulses, and the reproductive system uses various organs to provide gametes or grow a fetus.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Reflection and Conclusion

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: During the process of reproduction hormones are secreted and then travel through the body to other organs. What organ systems are working together to accomplish this task? The endocrine system produces many hormones that are important for reproduction, from preparing the body for reproduction to stimulating the body to increase contractions during childbirth. The circulatory system transports the hormones as well as provides nutrients to the fetus.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 11

Location: Entire page 11

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: The human body has several systems that work together to protect it from injury or illness. Protection of the body from external injury is provided by the integumentary system, in which the skin acts as a physical barrier to the environment, and by the skeletal system, which protects the internal organs. The nervous and muscular systems provide reflex actions that respond to external stimuli to protect the body from injury, extreme temperatures, or pain. The endocrine system produces hormones in coordination with the nervous system that trigger systemic responses in emergency situations.

Protection from pathogens, which include bacteria, viruses, and parasites, is provided by three levels of defense.

- Barriers: Skin, hair, mucus, sneezing, coughing, and stomach acids block pathogens.
- Innate immune response: Rapid responses to chemical patterns produced by pathogens can trigger inflammation (increased blood flow and recruiting immune cells), phagocytes (white blood cells that engulf pathogens), or the complement system (proteins that coat pathogens, which speed destruction by phagocytes).
- Adaptive immune response: Each pathogen has a specific surface antigen that the body can recognize, which triggers the release of three types of lymphocytes, which are white blood cells that defend the body.

- B cells make antibodies that bind to the pathogen's antigen
- Cytotoxic cells destroy tagged pathogens.
- Helper T cells direct the attack on pathogens.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 4

Location: Title page 4, last sentence of page 4 paragraph, image change on page 4, additional page after page 9 titled Gene Expression

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See document for updates on central dogma

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

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Current Page Number(s): page 4

Location: page 4 question 5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 5. Whales evolved from a four-legged mammal that lived on land called Ambulocetus around 50 million years ago.

(Image inserted of fossil record)

Analyze the image above and evaluate it as an example of how the fossil record provides evidence of common ancestry.

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The fossil record of the whale shows how it evolved from a land mammal to a marine mammal over millions of years. The fossils reveal changes in the whale's anatomy, such as the loss of hind limbs, the development of a blowhole, and the enlargement of the flippers and tail. These adaptations helped the whale survive and thrive in the aquatic environment. The fossil record also shows how the whale's ancestors diversified into different species and groups, such as baleen whales and toothed whales, with different feeding and communication strategies.

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Link to Current Content:

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Current Page Number(s): page 6

Location: page 6, new page 7 inserted after page 6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Anatomical Evidence for Evolution

Homology is a term used in biology to describe the similarity of structures or genes that are derived from a common ancestor. Anatomical homologies show structural or anatomical traits that are similar, which is another piece of evidence that suggests biological evolution and common ancestry. Paleontologists compare bone structures in organisms to determine their common ancestry. A likeness

between the bone structures of two creatures may indicate a common ancestor. Humans, birds, and whales all show similar anatomical patterns in their forelimbs as shown in the image above. Although they look similar, these forelimbs function differently in each of the organisms. This indicates that these animals have a common evolutionary origin and inherited their forelimbs from an ancestor that had a similar limb structure.

(new image of limbs)

Some similarities can be seen through vestigial structures. Vestigial structures are structures that no longer have a use in the organism. For example, the appendix in humans and pelvic bones in whales are both considered vestigial structures.

(image of whale bones added)

Some organisms share similar structures that do not point to evolution from a common ancestor. Instead, these analogous structures demonstrate an evolutionary adaptation as a result of similar environments or a need to serve a specific function. Insect wings and bird wings are similar structures that carry out the same function, but it is unlikely that they evolved from a recent common ancestor. Instead, birds and insects developed wings because this provided them with an evolutionary advantage.

(new image of butterfly and hawk added)

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Link to Current Content:

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Current Page Number(s): Page 6 and 7

Location: Pages 6 and 7 entirely

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: Homology is a term used in biology to describe the similarity of structures or genes that are derived from a common ancestor. Anatomical homologies show structural or anatomical traits that are similar, which is another piece of evidence that suggests biological evolution and common ancestry. Paleontologists compare bone structures in organisms to determine their common ancestry. A likeness between the bone structures of two creatures may indicate a common ancestor. Humans, birds, and whales all show similar anatomical patterns in their forelimbs as shown in the image above. Although they look similar, these forelimbs function differently in each of the organisms. This indicates that these animals have a common evolutionary origin and inherited their forelimbs from an ancestor that had a similar limb structure. Some similarities can be seen through vestigial structures. Vestigial structures are structures that no longer have a use in the organism. For example, the appendix in humans and pelvic bones in whales are both considered vestigial structures.

Some organisms share similar structures that do not point to evolution from a common ancestor. Instead, these analogous structures demonstrate an evolutionary adaptation as a result of similar environments or a need to serve a specific function. Insect wings and bird wings are similar structures that carry out the same function, but it is unlikely that they evolved from a recent common ancestor. Instead, birds and insects developed wings because this provided them with an evolutionary advantage.

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Link to Current Content:

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Current Page Number(s): Page 2

Location: Page 2 Question 5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Page 2 Question 5: Evaluate the difference between anatomically homologous structures and analogous structures?

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Activity - Explore - Step 3English Language Support Strategies

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See document for updated ELPS facilitation

**Component: *STEMscopes Science TX - Biology (Online)***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: English Language Support Strategies

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See document for updated ELPS facilitation

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: English Language Support Strategies

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See document for updated ELPS facilitation

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 1 and 4

Location: Station 1 Questions Question 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Station 1 Questions

1. According to your analysis of the anatomical homologies, which organism do you think has the least common evolutionary path from the rest?
2. According to your analysis of the anatomical homologies, which organisms do you think are have the most common evolutionary path?
3. Why are anatomically homologous structures, such as the forelimbs above, useful in showing evidence of common ancestry?
4. Predict other vertebrate organisms that might show similarities to the forelimbs of a human.

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Questions

3. What is meant by an anatomical homologous structures? Give an example.

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

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Current Page Number(s): n/a

Location: Preparation Section Activity - Explore Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated safety precautions - see Document

**Component: *STEMscopes Science TX - Biology (Online)***

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Location: Student Handout Procedure Steps 1, 3-8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1. Open the Tuva dataset "World Wildlife Population." Using the dataset, you will construct some graphs to analyze data on World Wildlife Population. The data summarizes the average annual change in population of 2,500 species from 1971-2008, taking 1970 as the base year.

3. Click on the "Bar" tab at the top.
4. Then, on the drop box, click on "Bar Chart of Sums."
5. On the left, select "Habitat," and drag it to the y-axis box.
6. Again on the left, select "Average Annual Population Change of 2,500 Species As Compared to 1970," and drag it to the x-axis box.
7. Select "Year" from the left, and drag it to the box at the right of the graph.
8. Once you have dragged these three selections, you should see a summary of changes of the 2,500 species sorted by habitat as compared to 1970.

## **Publisher: BIOZONE Corporation**

### **Biology**

**Program: *Biology for Texas: TEKS***

**Component: *Biology for Texas***

ISBN: 9781991014054

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Link to Current Content:

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Current Page Number(s): 31

Location: top of page, add a fifth bullet point

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: An alternative theory for the evolution of eukaryotic cells is called the "inside-out theory," in which protrusions from the eukaryotic ancestor cell wrapped around bacteria and fused creating the membrane structures in the eukaryotic cell.

**Component: *Biology for Texas***

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 148

Location: Add text as third bullet point at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: British chemist Dorothy Hodgkin was awarded a Nobel Prize in 1964 for her determining the structure of insulin by x-ray crystallography. Her work allowed researchers to better understand and manufacture this life-saving protein.

**Component: *Biology for Texas***

ISBN: 9781991014054

Link to Current Content:

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Current Page Number(s): 233

Location: additional bullet point to top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In 2020, for the first time ever, the Nobel prize in chemistry was awarded to two women scientists, Jennifer Doudna and Emmanuelle Charpentier, for their key discoveries of a molecular tool called CRISPR.

**Component: *Biology for Texas***

ISBN: 9781991014054

Link to Current Content:

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Current Page Number(s): 257

Location: Investigation 6.2 Add another step

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a class, create a spreadsheet in which you each enter if you are a tongue roller or non roller and left or right handed. Use the spreadsheet to produce a graph of roller vs non rollers, left vs right handers. Analyse the data to see if there is a correlation between handedness and tongue rolling.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 148

Location: Add text as third bullet point at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: British chemist Dorothy Hodgkin was awarded a Nobel Prize in 1964 for her determining the structure of insulin by x-ray crystallography. Her work allowed researchers to better understand and manufacture this life-saving protein.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 233

Location: additional bullet point to top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In 2020, for the first time ever, the Nobel prize in chemistry was awarded to two women scientists, Jennifer Doudna and Emmanuelle Charpentier, for their key discoveries of a molecular tool called CRISPR.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

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Current Page Number(s): 257

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Location: Investigation 6.2 Add another step

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: As a class, create a spreadsheet in which you each enter if you are a tongue roller or non roller and left or right handed. Use the spreadsheet to produce a graph of roller vs non rollers, left vs right handers. Analyse the data to see if there is a correlation between handedness and tongue rolling.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

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Current Page Number(s): 282

Location: qu 21, add an additional bullet point

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: You could also describe a solution to a genetic disease that has been solved by current genetic research and knowledge.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG4

Location: Under BIOZONE WORLD header

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: BIOZONE WORLD, our new digital science platform, brings our digital worktexts and rich collection of digital resources together in a single place. Utilize BIOZONE's digital worktexts, presentation slides, 3D models, and curated videos to deliver engaging and robust science programs. Educators can easily plan lessons, assign work, and grade student responses using BIOZONE WORLD. Students' access to BIOZONE WORLD allows them to use tools to markup, highlight, and bookmark content. They can also answer questions online, to form a record of work, and they can submit the work for grading. Students have access to the curated collection of digital resources (e.g. presentation slides, 3D models, and curated videos). Teacher access to the online version of the book has significant teacher-only additional features, including: Managing class student enrolments. The ability to view and give feedback on submitted student work, with grading as an option. Viewing model answers in place. Teachers can display suggested answers via Show/Hide buttons - ideal for introducing and reviewing activities via a shared screen. Students do not have access to model answers. COMING SOON: BIOZONE WORLD will soon have text translation into multiple languages (including Spanish). Find out more: [biozone.com/us/biozone-world](http://biozone.com/us/biozone-world)

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**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG4

Location: RHS of BIOZONE WORLD text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: BIOZONE WORLD image

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG4

Location: RHS of BIOZONE WORLD text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Resource image

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG5

Location: Bottom of page CG5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Presentation Slides are a very popular way for teachers to deliver a lesson in a presentation style format. Presentation Slides are a useful delivery tool in both face to face or remote teaching. The Presentation Slides are a sizeable collection of slides specifically designed to support and enhance the content of the worktext. A set of slides will be available for each chapter of Biology for Texas. The Presentation Slides are fully ingested into BIOZONE WORLD and automatically appear with the selected activity.

**Component: *Biology for Texas***

ISBN: 9781991014177

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG5

Location: Bottom of page CG5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Image of Presentation Slides in BIOZONE WORLD

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Top left hand quarter of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Test Bank content and access to the question library are complementary with multi-year purchases. The Test Bank content is a set of curated questions designed to test student understanding of the material in the worktext. A wide range of questions types are used, and the questions can be ingested into test generator software such as Illuminate and ExamView, or can be reformatted into Quizlet or Kahoot quizzes. Questions can also be ingested into LMS in a number of formats, e.g. Google forms, or a Google or word document. The Test Bank content is provided in QTI and RTF formats, providing teachers with flexibility in how they deliver and use the questions. Questions are fully editable, teachers can pick and mix questions from the entire suite of questions and edit the wording to customize the tests for individual classrooms. Test Banks can be used to gauge student understanding at the end of activities, a set of related activities, or at the end of a chapter.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Top of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The Question Library provides all of the questions from the Student Edition worktext in a format that can be ingested into a range of LMS or other digital delivery tools. Questions within the worktext are generally scaffolded; easier questions are asked first, to build student confidence, and the questions may become more complex or difficult as

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students progress through an activity. The Question Library content is fully editable, providing teachers with flexibility and control in assigning questions within a differentiated classroom. The questions can be customized to match a student's learning ability or reading level.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

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Current Page Number(s): CG6

Location: Top of page CG6 RHS

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: new image

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Bottom left hand quarter of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: A comprehensive Implementation Guide is available if available as a FREE download from the BIOZONE website. This guide supports teachers to confidently deliver and assess BIOZONE's Biology for Texas program. Digital components (e.g. digital progress trackers) are located on the BIOZONE Resource Hub. More about the Implementation Guide can be found on the following pages. The guide includes: Scope and sequence guide. Lesson implementation guide. Pacing guide. Digital progress tracker (student and teacher versions). Concept maps. Vertical alignment guide.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Bottom left hand quarter of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: new Image of Implementation Guide

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**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Bottom right hand quarter of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: BIOZONE provides a helpful user guide to orientate parents and caregivers with the features of Biology for Texas. This is can be downloaded for FREE from our website.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG6

Location: Bottom left hand quarter of page CG6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Image of User Guide for Caregivers

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG7

Location: Top of page CG7

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Unpacking the Implementation Guide Scope and Sequence guide

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

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Current Page Number(s): CG7

Location: Page CG7 under scope and sequence guide heading

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The suggested scope and sequence order of the concepts taught follows the structure of the worktext, with consideration given to building from cellular level in chapter 1 to the interconnected ecosystem level in chapter 9. Concepts covered earlier in the course are designed to be built upon, and incorporated, as the biological systems expand. A full version of the scope and sequence guide is located within the Implementation Guide for Biology for Texas. It can be download for free from the website: [biozone.com/us/product/txb1](http://biozone.com/us/product/txb1)

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG7

Location: Page CG7 under scope and sequence guide text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Image showing example of scope and sequence guide

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG7

Location: Page CG7 under scope and sequence graphic

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Lesson Implementation Guide This lesson implementation guide has collated information from across the BIOZONE Teacher's Edition and Student Edition of Biology for Texas to assist teachers in planning and implementing lessons based on activities in the worktext. A full version of the lesson implementation guide is located within the Implementation Guide for Biology for Texas. It can be download for free from the website [biozone.com/us/product/txb1](http://biozone.com/us/product/txb1)

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

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Current Page Number(s): CG7

Location: Page CG7 under lesson implementation guide heading

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New image showing example of lesson implementation guide

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: Top of page CG8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Digital Student Progress Analysis Tools Digital Student Progress Trackers are available as a student tool and teacher tool. These Google sheets can be downloaded from BIOZONE's Resource Hub, and are an excellent tool to track student progress through the program. More information about how to use these analysis tools are provided in the Implementation Guide for Biology for Texas. This can be downloaded from the website: [biozone.com/us/texas](http://biozone.com/us/texas)

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: Under introductory text at top of page CG8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Student Progress tracker (student version). The student version allows students to self-report their grades for each Learning Outcome, as part of the Texas Essential Knowledge and Skills (TEKS) for Biology. Students can track their progress as they move through each TEKS, identify patterns in their understanding, and then respond by working with more scaffolding, extension, or targeted revision.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

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Location: Under text for student progress tracker

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Image showing example of student progress tracker

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: Bottom half of page CG8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teachers can collate the self reported grades on their Teacher Version of the Student Progress Tracker, and easily identify both individual student and whole class trends with the embedded data analysis tools.

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: CG8 under student progress text

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Image showing example of student progress tracker

**Component: *Biology for Texas***

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG9

Location: CG9 last bullet point under assesement heading

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: BIOZONE's Test Bank content provide a flexible and fun way to test student understanding using a range of question types which can be ingested into a range of testing software or quiz generators.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG2

Location: Table of contents

Original Text: n/a

Updated Text: Making Connections Template

Information for Caregivers

Information for Students

Assessment Rubric Template

Lesson Plan Checklist

Lesson Planner

Progress Tracker Templates

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG2

Location: paragraphs at bottom of page

Original Text: n/a

Updated Text: The suggested scope and sequence order of the concepts taught follows the structure of the worktext, with consideration given to building from cellular level in chapter 1 to the interconnected ecosystem level in chapter 9. Concepts covered earlier in the course are designed to be built upon, and incorporated, as the biological systems expand.

**Component: *Biology For Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG15

Location: third paragraph

Original Text: n/a

Updated Text: Printable Student Progress Tracker templates are available at the back of this guide (IG106-117), and can be used for students to record their progress, as a supplement or alternative to the digital program.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG19

Location: Activity 1

Original Text: n/a

Updated Text: Prior knowledge: Extensive unpacking of this area of knowledge can be assisted by using the Best Evidence Science Teaching Resource package located in the activity section of the Resource Hub. Diagnostic questions, expected responses, researched evidence and follow on activities are all included.

For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG19

Location: Activity 3

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG25

Location: activities 28-31

Original Text: n/a

Updated Text: For digital collaboration in the literature search for activity 28 and the viral disease case study in activity 31, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document to keep a record of their pooled knowledge. Prior to this, a small activity where groups are placed together to discuss particular roles in the group are decided could be useful. In subsequent group activities, where students are working digitally, the role of leadership can be passed onto other students.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG26

Location: Activity 32

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG26

Location: Activity 33

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG27

Location: Activity 35

Original Text: n/a

Updated Text: Prior knowledge: Extensive unpacking of this area of knowledge can be assisted by using the Best Evidence Science Teaching Resource package located in the activity section of the Resource Hub. Diagnostic questions, expected responses, researched evidence and follow on activities are all included.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG28

Location: Activities 39-40

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG31

Location: Activity 50

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG32

Location: activity 52

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG37

Location: activity 68

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG46

Location: Activity 114

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG48

Location: Activity 119

Original Text: n/a



Updated Text: For digital collaboration with the timeline, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document to keep a record of their pooled knowledge.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG49

Location: Activity 123

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG51

Location: Activity 133

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG52

Location: Activity 137

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG53

Location: Activity 140

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard

of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG54

Location: Activity 145

Original Text: n/a

Updated Text: Digital collaboration could involve a shared class Google Doc or TEAMS WORD Doc, where students add their own data to a class set - this would also be useful for students who are away and need access to the data, as well as students working from home so they can participate.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG55

Location: Activity 147

Original Text: n/a

Updated Text: Digital collaboration could involve a shared class Google Doc or TEAMS WORD Doc, where students add their own data to a class set - this would also be useful for students who are away and need access to the data, as well as students working from home so they can participate.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG56

Location: Activity 152

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG58

Location: Activities 157-159

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can

easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG59

Location: Activity 162

Original Text: n/a

Updated Text: For the research project, digital collaboration could involve a shared class Google Doc or TEAMS WORD Doc to start or continue their research together. This would allow inclusion for students who work at home to still be able to collaborate with others.

Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG61

Location: Activity 166

Original Text: n/a

Updated Text: Literacy: This activity is information rich, and can be unpacked by allowing students to interact in small groups or pairs and ask each other specific questions about the material to elicit further understanding. Teachers can place key 'question starter terms', such as what, who, when, where, how, and why on the board and verbally instruct the students on a method to select a question starter, whether random or methodically, how to construct questions, how to alternate questioning and answering, and then provide a few verbal examples of possible questions. Additionally, the teacher can add 'second level question starter terms' such as, is/was, would, can/could, will, might, and should, and instruct some or all students to also incorporate one of these terms into their question.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG63

Location: Activity 174

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to create a shared class timeline of the geologic timescale. Individuals or groups can be assigned different time periods to become 'experts' in and then paste their key findings onto one class shared digital document.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG64

Location: Activity 178

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG65

Location: Activity 179

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG66

Location: Activity 182

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG69

Location: Activity 192

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG72

Location: Activity 200

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG73

Location: Activities 200-204

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG77

Location: Activity 217

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups can then paste their key points onto one class shared digital document.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG84

Location: n/a

Original Text: n/a

Updated Text: To enable digital collaboration in the class, so groups can share and discuss their results, a shared Google Doc or TEAMS WORD Doc can be created. The groups can then paste screenshots of their results onto one class shared digital document. This would also enable students who are working from home, to participate in the whole class activity.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG84

Location: Activity 240

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to develop their debating points. This would allow students at home to participate.

**Component: *Biology for NGSS - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG85

Location: Activity 178

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as <https://translate.google.com/> on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG93 - IG99

Location: all of pages 93-99

Original Text: n/a

Updated Text: This is an explanation rather than a copy of the text: We added a whole new set of pages with text and diagrams on 'making connections', i.e. concept maps.

These were added in response to TRR review.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG100

Location: whole page

Original Text: n/a

Updated Text: Information for Caregivers - Biology for Texas

Dear Parents and Caregivers, Our Biology class will be using BIOZONE's Biology for Texas this year. The purpose of this letter is to provide information about where to access guidance resources to reinforce student learning and development at home.

A strong partnership between home and school is a vital component to supporting learning, and adds value to your learners' progress throughout the course. Caregivers are encouraged to support their learners by being informed of the course material, including components available in the Resource Hub (see below).

Resources for Caregivers - A full digital online flipbook copy of the book can be found in the "Homelink" section of the BIOZONE Resource Hub

Also provided in Homelink is: A downloadable "User Guide for Caregivers". This guide will walk you through the key features of the book and associated components of the learning program. A link to the Texas Essential Knowledge and Skills (TEKS), the official TEA academic standards for this Biology course. A link to the TEA STEM (science, technology, engineering, mathematics) Family Companion Guide (in both English and Spanish) that provides valuable guidance on talking to your teenager about the subject, encouraging engagement, and suggestions for learning outside the classroom. Additional useful links include a parent's guide to success in science, keeping teens engaged in science, and encouraging teen girls to pursue science.

Information about the teaching programme.

Further details about the learning program can be found in the "Teacher Support" section of the Resource Hub. This can be accessed from the tab on the left-hand side of the screen.

Included in the downloadable Biology for Texas Implementation Guide is the:

Scope and Sequence Guide and Pacing Guide, noting that the class will most likely have a modified version to best suit the specific needs of the learners.

Lesson Implementation Guide, that provides extended teaching suggestions corresponding to each activity in the book, including Homelinks, "suggestions where links can be made with the student's home and the appropriate lesson in class.

Please feel free to contact the School or Biology classroom teacher if you would like further information about BIOZONE's Biology for Texas in addition to that provided above.

**Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG101

Location: IG101

Original Text: n/a

Updated Text: Information for Students - Biology for Texas

Biology students,

Our Biology class will be using BIOZONE's Biology for Texas this year. The purpose of this letter is to provide information about where to access resources to reinforce your learning.

You are encouraged to explore all of the course material, including components available in the Resource Hub that you can use to supplement the worktext, such as videos, interactives, and links (see below for how to access). Additionally, your

paper copy of the worktext has information on how to best use the program, located at the front in the introductory section.

Digital Copy of the Worktext

If you require access to Biology for Texas, but do not have your paper copy, a full digital online flipbook can be found in the "Homelink" section of the BIOZONE Resource Hub. [www.biozonehub.com](http://www.biozonehub.com) then enter the code TXB1-4054 or scan the QR code.

#### Additional Resources

Further details about the learning program can be found in the "Teacher Support" section of the Resource Hub. This can be accessed from the tab on the left-hand side of the screen. Included in the downloadable Biology for Texas Implementation Guide is the: • Scope and Sequence Guide and Pacing Guide, noting that your class will likely have a modified version, adapted to best suit the specific needs of your school and Biology class. • Lesson Implementation guide, that provides detailed suggestions and information corresponding to each activity in the worktext, including Homelinks, "suggestions where links can be made with the student's home and the appropriate lesson in class". This information can be used to assist independent learning or at-home learning, and prompt you to give suggestions to the teacher for further Homelinks ideas. • Data Analysis guide, that explains how to download and use the digital STUDENT: Student Progress Tracker to record and monitor your progress against the TEKS informed Learning Outcomes as you work through activities. Printable Student Progress Tracker templates available at the back of the Implementation Guide (IG106-117) can be used as a supplement or alternative to the digital program. These tools allow you to understand which areas will need further revision, or may prompt you to explore extension ideas listed in the Lesson Implementation guide. • Making Connections Templates can be printed out, and used independently in class, for homework, or revision, to identify connections between the concepts and the TEKS covered in the activities. Please feel free to contact your Biology classroom teacher if you would like further information about BIOZONE's Biology for Texas, in addition to that provided above.

#### **Component: *Biology for Texas - Implementation Guide***

ISBN: 9781991014177

Current Page Number(s): IG102-IG103

Location: whole of page 102 and 103

Original Text: n/a

#### **Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG104-IG105

Location: whole of pages 104-105

Original Text: n/a

#### **Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 1

Location: whole page

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Contents

Unpacking the chapters /Unpacking the activities /Practical investigations /Digital support /Glossary /Student assessment /Digital data analysis

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This User Guide for Caregivers outlines key features integrated into BIOZONE's Biology for Texas. User Guide For Caregivers ► Multiple opportunities are provided for your child to investigate, apply knowledge, and then to demonstrate mastery across all of the Biology TEKS. ► Engaging, current, and relevant phenomena and case studies are extensively embedded, to develop deeper understanding of the concepts, prompt questioning, and encourage learning. ► The unique format of the worktext, a combined textbook and workbook, allows your child to personalize, respond, and interact directly with the stimulus material. ► The scale of the biology concepts deliberately builds from the small, cellular world, through to the expansive ecological system, allowing for scaffolded knowledge to be built upon, while applying prior knowledge. ► BIOZONE's Biology for Texas is much more than just a book! Some of the features that support your child include: • Curated digital resources, such as 3D models, videos, interactive programs and more, to enhance the learning experience. • Learning outcomes linked to TEKS, allowing for mastery of High School Biology in a way that is logical and accessible • Digital student progress tracking tools, so your child can clearly visualize their progression throughout the course and identify areas needing further revision or coverage. • English Language Proficiency support, including easy-to-follow learning suggestions, and a Spanish- English glossary of important terms. Head to <https://biozone.com/us/texas/> to find out how your son or daughter can begin your journey with this exciting new way of learning.

**Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 2-3

Location: whole of pages 2-3

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

**Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 4

Location: whole of page 4

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Unpacking the Activities

The activity pages have been carefully designed to provide high quality information in an easily accessible format. They include a number of features designed to engage, and help your child unpack and understand the information. Features include: ► Short blocks of text so that your child does not feel overwhelmed with too much reading. ► High quality, informative graphics. ► Links to 3D models (following page). These provide another dimension to your child's engagement and learning. ► Question and answer sections allow your child to demonstrate their understanding of the content. By having the stimulus material and their answers in one place, your child can easily revise for assessments. ► The tab system identifies when there is support material on the Resource Hub. Tabs also identify the applicable TEKS (see following page).

**Understanding the Tab System**

The blue TEKS tabs use picture codes to identify the scientific and engineering practices TEKS relevant to the activity, B.1 - B.4 from left to right, below. These are detailed in the introduction to each chapter, and linked to appropriate activities.

The red TEKS tabs indicate the Science Concepts TEKS covered in the activity. These are detailed in the introduction to each chapter. The gray hub tab indicates that the activity has online support via the BIOZONE RESOURCE HUB. This may include videos, animations, articles, 3D models, and computer models. The TEKS code refers specifically to the Science Concept TEKS covered in the activity.

**Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 5

Location: whole of page 5

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Practical investigations

Throughout *Biology for Texas*, your child is given opportunities to explore through investigations. These are opportunities for your child to develop competency in laboratory procedures, to practice and refine skills in observation and analysis, and to manipulate data. Some investigations act as stimulus material, while others require your child to take what they have already learned and apply their knowledge to a more complex scenario. Investigations can take several forms, including paper practicals, modeling activities, and wet lab experiments. The investigations provide an excellent opportunity for collaborative work and will stimulate discussion and the sharing of ideas. Students of different abilities may be sometimes paired for investigations, so that confident students can guide and encourage less able students and, in this relaxed environment, striving students will be encouraged to share their own observations and thoughts. Collaboration through paired practical work provides an excellent opportunity for English language learners to interact in meaningful ways to extend their English language and scientific vocabulary.

Hazards and required PPE (where applicable) are clearly identified on the investigation.

Each investigation is clearly numbered sequentially through the chapter. No kits are required for the investigations. The investigations have been designed using everyday materials and equipment easily found in most high school laboratories. A list of the equipment and chemicals required for each investigation is provided in the back of the book to assist with preparation. Many non-laboratory investigations can be adapted so students are able to carry them out at home, if needed. Where applicable, the investigations provide your child, and their teacher, with health and safety information at the start of the investigation. Prior to the investigation, your child's teacher will: ► Ensure the students read through the procedure fully before beginning the investigation. ► Highlight any hazardous steps or important steps where extra care may be required. ► Ensure students have all the equipment assembled and know if there are pinch points in the process. If necessary, have the groups allocate specific people to steps, e.g. timing, collecting samples, recording data or observations etc.

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ISBN: 9781991014177

Current Page Number(s): 6

Location: whole of page 6

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

**Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 7

Location: whole of page 7

Link to Updated Content:

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Original Text: n/a

**Component: *Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 8

Location: whole of page 8

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

## **Publisher: Discovery Education Inc**

### **Biology**

**Program: *Science Techbook for Texas by Discovery Education - Biology: TEKS***

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/303376b5-c864-40af-8b84-fe5b7d8b31c8/preview>

Location: Unit 1 > Concept 1 > The Chemistry of Life Concept Summative Assessment > Item 15

Original Text: New Content

Updated Text: Part B

Which statement supports the answer to Part A?

- A. By binding reactant molecules, enzymes aid in the formation and breaking of bonds.
- B. Enzymes give off energy to increase the number of collisions between the reactants.
- C. Enzymes aid in reducing dangerous reactions that occur within organisms.
- D. High levels of activation energy are needed for enzymes to work properly.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/037c1c40-0a51-47c8-bbba-c56782717793/preview>

Location: Unit 7 > Concept 1 > The History of Life on Earth Concept Summative Assessment > Item 19

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Original Text: New Content

Updated Text: Part B

Which statement supports the answer to Part A?

- A. The leopards evolved into a new species that we now recognize as the jaguar.
- B. Evidence shows that the continents were once a large landmass known as Pangaea.
- C. Domesticated animals have traveled with humans across water for many centuries.
- D. Scientists have proven that jaguars crossed the Bering Land Bridge into Asia.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50634bb6-3143-4370-92a6-e84962c10851>

Location: Unit 1 > Concept 1 > Lesson 7, above the image "Generalized Protein Molecule"

Original Text: New Content

Updated Text: Proteins

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2eb513f4-c435-418b-9b33-d276c46b8457>

Location: Unit 2 > Concept 1 > Lesson 8, above blue activity box with "Bubble Map" and "Cell Survival in Space"

Original Text: New Content

Updated Text: Check for Understanding

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/53797227-45cc-4202-b716-dcf4fec44e32>

Location: Unit 2 > Concept 1 > EXTENSION > Lesson Planning > Setting the Purpose > Last paragraph

Original Text: New Content

Updated Text: Ion pumps use ATP to actively transport ions against their concentration gradient, maintaining the electrochemical gradients necessary for cellular processes.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/53797227-45cc-4202-b716-dcf4fec44e32>

Location: Unit 2 > Concept 1 > EXTENSION > Lesson Planning > Above Check for Understanding

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 40 min

Constructing a 3D Model of the Cell Membrane

Before students begin, have them brainstorm how they will use the materials to make their models. Students should consider what each material could represent and its role in the structure and function of the bilayer. For example, lead

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students to think how to use cotton swabs to represent the phospholipid bilayer, and to conclude that each cotton swab represents a hydrophilic head and the stick is the hydrophobic tail.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0e45fc10-cead-4ad3-9782-5a0f277259a1>

Location: Unit 2 > Concept 2 > EXTENSION > Lesson Planning > Add new section header above "Investigating Mitosis in Onion Cells"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0e45fc10-cead-4ad3-9782-5a0f277259a1>

Location: Unit 2 > Concept 2 > EXTENSION > Lesson Planning > Before heading "Onion Investigation"

Original Text: New Content

Updated Text: After students conduct their investigation, probe for understanding by having students briefly discuss their ideas and conclusions, and listening for misconceptions and questions to share with the class. In particular to be sure that students are comfortable with describing steps in an investigation and have mastered the relevant vocabulary and concepts related to mitosis and the cell cycle.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/77f7c1f5-b412-4720-99fc-cc8eee1c73c0>

Location: Unit 2 > Concept 3 > Lesson 7 > before TEI Oxygen and Cellular Respiration

Original Text: New Content

Updated Text: Check for Understanding

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d7c9bc27-3e57-4bbb-896e-3dad80e19350>

Location: Unit 2 > Concept 3 > Lesson 9 > Above TEI Fermenting Fuel

Original Text: New Content

Updated Text: Check for Understanding

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/34d05bfb-d232-4007-a53e-fd5d002697d7>

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Location: Unit 2 > Concept 4 > Lesson 2 > Virus Structure and Host Specificity > Above numbered steps

Original Text: New Content

Updated Text: Procedure

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/513360ed-b4d9-4991-87d9-9c7152eb3194>

Location: Unit 2 > Concept 4 > Lesson 4 > last image in passage > title

Original Text: New Content

Updated Text: Phage Infects a Bacterium

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3d857f2d-320c-4b7a-bcda-f36cf32faad4>

Location: Unit 2 > Concept 4 > Lesson 8 > Viral Delivery > above image

Original Text: New Content

Updated Text: Protein X is a potential treatment for leukemia. The gene encoding protein X was inserted into two different viral vectors, one retrovirus (RV) and one adeno-associated virus (AAV). The viruses were then injected into a subject. The image shows the polymerase chain reaction (PCR) results for in vivo expression of the gene for protein X. The thickness of the band is an indication of how much mRNA for the protein is present.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/88ecff5b-7d90-4c1f-8f40-6b4faaed1084>

Location: Unit 4 > Concept 1 > EXTENSION > STEM Project Starter: Modeling Carbon Storage through Photosynthesis > Lesson Planning > FACILITATING THE LEARNING

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ee60640b-36cc-41ec-ab36-76424bc13182>

Location: Unit 4 > Concept 2 > Lesson 5

Original Text: New Content

Updated Text: Add Check for Understanding head before last TEI.

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Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3324e9e9-9235-40c8-a6b8-d7fc608b69e9>

Location: Unit 4 > Concept 2 > EXTENSION > STEM Project Starter: Leaf Inspiration > Lesson Planning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c90c866-7abf-42c7-aca2-7e03b6af023e>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Conditional Plant Growth > Lesson Planning

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 5 minutes

Review with students the conditions that seeds need to germinate. Introduce the project to students.

Lead a class discussion by asking:

ASK What would be some conditions that you would need to consider when designing your terrarium-style greenhouse?

[Sample Student Response:

- the types of substrate that would be best for the germinating seeds, as well as growing roots
- amount of space the container provides as compared to the needs of the plants
- the amount of time it takes for the seeds to germinate
- moisture, light, and space needs of the plants]

CHECK FOR UNDERSTANDING

Time: 35 minutes

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ac36c8a4-22b0-4a20-a1d1-aba6af707801>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Seeds for the Future > Lesson Planning

Original Text: New Content

Updated Text: SETTING THE PURPOSE

Time: 5 min

Explain to students that the purpose of this activity is to help students understand the importance of seed form and function for dispersal in nature, and how these can be applied to design of everyday products. If time allows, introduce the concept of biomimicry by explaining that it involves using nature as inspiration for solving human problems and improving technology, and provide examples of biomimicry such as hook and loop fasteners, inspired by burrs, and solar cells, inspired by photosynthesis. Have students brainstorm to think of other examples and to distinguish between biomimicry and coincidence of human design with nature's forms and functions. Have students think pair share about such examples and then probe for prior knowledge.

ASK What do you know about seeds that could be used in the design of a product?

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Sample student response: Seeds have evolved over time to possess various characteristics that aid in their dispersal and germination, such as hooks, barbs, wings, and buoyancy. These adaptations can inspire and inform the design of products such as hook and loop fasteners.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ac36c8a4-22b0-4a20-a1d1-aba6af707801>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Seeds for the Future > Lesson Planning

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 5 min

To gain interest

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ac36c8a4-22b0-4a20-a1d1-aba6af707801>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Seeds for the Future > Lesson Planning

Original Text: New Content

Updated Text: CHECK FOR UNDERSTANDING

Time: 35 minutes

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9f9c8e18-e23b-4baf-b32d-83d8116aa471>

Location: Unit 5 > Concept 2 > EXTENSION > What Can Gel Electrophoresis Tell You About DNA? > image title

Original Text: New Content

Updated Text: Analyzing Gel Electrophoresis Data

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9f9c8e18-e23b-4baf-b32d-83d8116aa471>

Location: Unit 5 > Concept 2 > EXTENSION > Lesson Planning

Original Text: New Content

Updated Text: SETTING THE PURPOSE

Time: 15 min

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9f9c8e18-e23b-4baf-b32d-83d8116aa471>

Location: Unit 5 > Concept 2 > EXTENSION > Lesson Planning

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Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Analyzing Gel Electrophoresis Data

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6195bfe8-1278-436e-95b1-eb84756b1b02>

Location: Unit 5 > Concept 4 > Lesson 3 > Analysis and Conclusions

Original Text: New Content

Updated Text: Discussion

Read about genetic engineering in the passage below, and then discuss the questions with a partner or your group.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e373f61a-e361-4fa5-8525-b0530c212004>

Location: Unit 5 > Concept 4 > Lesson 7 > after reading passage

Original Text: New Content

Updated Text: Check for Understanding

The graph shows the total area of land used for the growth of genetically modified crops around the world. Use this graph and other sources to help you to answer these questions.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/58a14adc-cf64-45e6-b1b8-8b1f09126ce7>

Location: Unit 5 > Concept 4 > EXTENSION > STEM Project Starter: Glow-in-the-Dark Bacteria Lesson Planning

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a942f913-69c5-4a9c-8de0-0a999d366c33>

Location: Unit 5 > Concept 2 > Lesson 2 > Check for Understanding

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/970c1111-761b-433e-a514-207734f64f31>

Location: Unit 5 > Concept 5 > EXTENSION > STEM Project Starter: Illustrating Changes In DNA > Check for Understanding

Original Text: New Content

Updated Text: After completing the project research, be sure that you are comfortable with the basic concepts behind chromosomal mutations and the specific disease you choose to research. Review your ideas about treatments for disease using genetic technology. Then, answer the questions individually.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/970c1111-761b-433e-a514-207734f64f31>

Location: Unit 5 > Concept 5 > EXTENSION > STEM Project Starter: Illustrating Changes In DNA > Lesson Planning

Original Text: New Content

Updated Text: SETTING THE PURPOSE

Time: 25 min

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/970c1111-761b-433e-a514-207734f64f31>

Location: Unit 5 > Concept 5 > EXTENSION > STEM Project Starter: Illustrating Changes In DNA > Lesson Planning

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 10 min

To help students with research for their project, consider providing them with ideas for resources and guidance to research and understand the chromosomal disease they choose to study. Encourage them to think critically about the genetic technology available for treatment and how it can be applied to the disease as well as to consider a variety of options for their presentation. As students prepare for their research,

ASK: How will you identify the chromosome involved and its normal function? Sample response: By researching the specific chromosomal disease and looking at genetic and scientific resources

How will you determine the change in function related to the disease? Sample response: By studying the effects of the mutation on the chromosome and the corresponding protein it encodes

How will you determine how the disease is diagnosed and treated? Sample response: By researching medical and scientific resources, consult with experts, and examining case studies

How will you identify how doctors could use genetic engineering to treat this disease? Sample response: By researching and analyzing the latest advancements in genetic engineering techniques and consider their potential applications for treating the disease

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**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9503e5f9-8cbb-4f46-85a6-c85d0771e762>

Location: Unit 6 > Concept 1> Lesson 5 > before TEI collection

Original Text: New Content

Updated Text: Check for Understanding

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d711ca76-c8a9-4614-81a8-e4e13657cbcc>

Location: Unit 7 > Concept 1 > Extension > STEM Project Starter: Fossil Heads > Lesson Planning

Original Text: New Content

Updated Text: SETTING THE PURPOSE

Time: 15 min

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d711ca76-c8a9-4614-81a8-e4e13657cbcc>

Location: Unit 7 > Concept 1 > Extension > STEM Project Starter: Fossil Heads > Lesson Planning > Add above the Check for Understanding

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 5 min

As students work, guide them to identify specific anatomical features to compare and to use appropriate terminology related to homologies and convergent evolution. In particular, they may need practice using the rather long scientific names. Guide the students in identifying potential sources of error or bias in the data and in drawing conclusions from the data.

ASK What are four potential sources of error or bias in the data and in drawing conclusions based on the evidence presented in the data? Sample student answer:

- Sampling bias: Data may not be representative of the entire population if the sample was not randomly selected.
- Measurement error: errors in measurement caused by inaccurate tools or human error, can lead to inaccurate data.
- Interpretation bias: researchers' beliefs or opinions may influence their interpretation of the data, leading to bias in the conclusions drawn.
- Extraneous variables: other factors that were not accounted for may have influenced the data and conclusions drawn.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/82e46c76-9b16-43f8-9e40-bf3a9cce66d3>

Location: Unit 7 > Concept 2 > Extension > STEM Project Starter: Evidence for Evolution—Half-Life

Original Text: New Content

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Updated Text: SETTING THE PURPOSE

Time: 30 min

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/82e46c76-9b16-43f8-9e40-bf3a9cce66d3>

Location: Unit 7 > Concept 2 > Extension > STEM Project Starter: Evidence for Evolution—Half-Life

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 5 min

As students read the text, probe for understanding, listening for misconceptions and questions to share with the class. In particular, be sure that students are using the relevant vocabulary and concepts related to radiometric dating as a one minute check in. Have students quick write a sentence using relevant words.

ASK How would you use these words in a sentence: half-life, common ancestry and radiometric data? Sample student response: Radiometric data can be used to determine the half-life of radioactive isotopes, which can then be used to estimate the age of rocks and fossils, providing evidence for common ancestry between species that lived in the past.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e5b430c3-e48c-4449-b018-762a3117c8b5>

Location: Unit 3 > Concept 1 > Lesson 3

Link to Updated Content:

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Original Text: New Content

Updated Text: See patch

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction

Original Text: New Content

Updated Text: Check for Understanding

After completing your reading of the text, check that you understand the basics of karyotypes, including how they are formed, what they represent, and how they can be analyzed to identify genetic abnormalities. With a partner, review the process of meiosis and the consequences of errors during this process. Remember that non-disjunction can lead to abnormal chromosome numbers and how this can impact the health of the individual.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Lesson Planning

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Original Text: New Content

Updated Text: SETTING THE PURPOSE

Time: 5 min

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Lesson Planning

Original Text: New Content

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Ask students to read through the text.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Location: Course Materials > Express Pathways

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Location: Course Materials > Vertical and Horizontal Alignments

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Location: Course Materials > SEP and RTC Scope and Sequence

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

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ISBN: 9781616291518

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Link to Current Content:

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Location: Course Materials > Caregiver Course Overview

Link to Updated Content:

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Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Location: Course Materials > Science Techbook Assessments and Reporting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/570914b6-7752-416e-a378-164d107741f3>

Location: Unit 5 > Concept 1 > Lesson 9 > Reading passage > Above head STEM and Asexual and Sexual Reproduction > Video

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: [See updated image in URL\_for\_Updated\_Text]

The IVF Cycle

During the IVF cycle, each step must be completed before the next step. What is the role of meiosis in the formation of the cells needed to complete the procedure?

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ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/570914b6-7752-416e-a378-164d107741f3>

Location: Unit 5 > Concept 1 > Lesson 9 > Check for Understanding > In Vitro Fertilization > Graph image

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated image in URL\_for\_Updated\_Text

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**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Paragraph 5 and Paragraph 9

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Check for Understanding > Origin Hypothesis

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Lesson Planning > Check for Understanding > Origin Hypothesis

Original Text: New Content

Updated Text: Comparing Origin Hypotheses For this item, ensure that students are comfortable with all the vocabulary terms. If needed, have students read or re-read the relevant text in TechBook and if needed, identify a suitable strategy to ensure comprehension of the text and key ideas related to life's origins.

Scientists have proposed several different theories to explain the origin of life on Earth. Different hypothesis can produce evidence to support each of the theories. Match the hypothesis that can support evidence related to the theory.

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Check for Understanding > Hypotheses, Theories, and Laws

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Check for Understanding > Hypotheses, Theories, and Laws

Original Text: New Content

Updated Text: Hypothesis, Theories, and Laws For this item, students need to distinguish the definition of scientific theory from that of a hypothesis and that of a law. If needed review the definitions and differences so that students can identify the correct statements.

Scientific explanations can take a variety of forms. Match which statements refer to a hypothesis, scientific law or scientific theory.

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ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Check for Understanding > Explain the Difference

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL\_for\_Updated\_Text

**Component: *Science Techbook for Texas by Discovery Education: Biology***

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/305adcf4-a887-4243-8ff9-27794e663838>

Location: Unit 7 > Concept 1 > Lesson 6 > Early Beginnings of Life > Lesson Planning > Check for Understanding

Original Text: New Content

Updated Text: Explain the Difference In your own words, explain the difference between hypothesis, theory, and law, and give an example of each. Use examples from the field of biology. Sample response: A hypothesis is testable explanation based on prior knowledge, research, or observation used to investigate a scientific question. Hypotheses are used to investigate a scientific question. However, only hypotheses that have broad applicability are usually considered to be theories. An example of a hypothesis is as follows: A scientist has a hypothesis that altering one specific gene in the wheat will allow it to withstand extreme temperatures. Therefore, the scientist conducts an investigation to determine if genetically modified wheat can survive the long, cold winters in the northern United States. After much testing and collection of data, if the hypothesis is repeatedly shown to be true, it can become a theory. A theory describes why things happen. A theory is an explanation that is strongly supported by scientific evidence. An example of a theory is as follows: The theory of evolution is a widely accepted theory because it is supported by a wide range of evidence, such as the fossil record, genetic evidence, and field and experimental observations. Sometimes there are new developments that can cause a theory to change. Once a theory is repeatedly tested and accepted by the scientific community, it becomes a law. A law is a statement that describes a natural phenomenon that always happens the same way under the same set of



circumstances. An example of a law is as follows: Mendel's work on inheritance is considered a law because it defines how traits are passed to offspring and applies to living organisms.

## Publisher: EduSmart

### Biology

**Program: 2024 EduSmart Science Biology: TEKS**

**Component: 2024 EduSmart Science Biology**

ISBN: 9.78194E+12

Link to Current Content:

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Current Page Number(s): none

Location: none

Link to Updated Content:

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Original Text: New Content

Updated Text: none

## Publisher: Kiddom

### Biology

**Program: OpenStax Biology powered by Kiddom - Online and Print: TEKS**

**Component: OpenStax Biology powered by Kiddom - Online and Print**

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Chapter 38.2- Bone- Scientific Method Connection:

"Test the hypothesis: Test the prediction by removing calcium from chicken bones by placing them in a jar of vinegar for at home for seven days. Test the hypothesis regarding adding calcium back to decalcified bone by placing the decalcified chicken bones into a jar of water with calcium supplements added. Test the prediction by denaturing the collagen from the bones by baking them at 250°C for three hours.

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 38.2- Bone- Scientific Method Connection:

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Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Chapter 38.2- Bone- Scientific Method Connection:

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This evidence demonstrates that the materials list equipment and supplies needed to support instructional activities. Therefore, the score should be changed from "partially met" to "met".

**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Chapter 26.4- The Role of Seed Plants- Scientific Method Connection:

"Test the hypothesis: 1.Select flowers usually pollinated by bees. White petunia may be a good choice. 2. Divide the flowers into two groups, and while wearing eye protection and gloves, spray one group with a solution of either putrescine or cadaverine. (Putrescine dihydrochloride is typically available in 98 percent concentration; this can be diluted to approximately 50 percent for this experiment.).

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 26.4- The Role of Seed Plants- Scientific Method Connection:

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**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Omission: Evolution Connection, Career Connection, Visual Connection, Everyday Connection, and Scientific Method Connection sections are found throughout the materials. These sections provide direction and linked resources for teachers to facilitate student-made connections across core concepts and scientific and engineering practices. For example:

### Chapter 45.3 Environmental Limits to Population Growth

"EVOLUTION CONNECTION- Energy Budgets, Reproductive Costs, and Sexual Selection in Drosophila"

"VISUAL CONNECTION- Figure 45.10 (a) Yeast grown in ideal conditions in a test tube show a classical S-shaped logistic growth curve, whereas (b) a natural population of seals shows real-world fluctuation."

### Chapter 44.4 Aquatic Biomes

"EVOLUTION CONNECTION- Global Decline of Coral Reefs"

Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Evolution Connection, Career Connection, Visual Connection, Everyday Connection, and Scientific Method Connection sections are found throughout the materials. These sections provide direction and linked resources for teachers to facilitate student-made connections across core concepts and scientific and engineering practices. For example:

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Indicator 8.1.2 should be changed to "met".

**Component: *Publisher Errors and Corrections***

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Chapter 38.2 Bone  
"Scientific Method Connection-  
Decalcification of Bones"

Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 38.2 Bone  
"Scientific Method Connection-  
Decalcification of Bones"

Indicator 8.1.2 should be changed to "met".

Updated Text: Chapter 38.2 Bone  
"Scientific Method Connection-  
Decalcification of Bones"

Indicator 8.1.2 should be changed to "met".

**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

Link to Current Content:

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Current Page Number(s): online

Location: Chapter 35.2 How Neurons Communicate  
"Everyday Connection- Brain-computer interface"

Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 35.2 How Neurons Communicate  
"Everyday Connection- Brain-computer interface"

Indicator 8.1.2 should be changed to "met".

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Updated Text: Chapter 35.2 How Neurons Communicate  
"Everyday Connection- Brain-computer interface"

Indicator 8.1.2 should be changed to "met".

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ISBN: 9781960634566

Link to Current Content:  
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Current Page Number(s): online

Location: Chapter 31.3 Nutritional Adaptations of Plants  
"CAREER CONNECTION- Soil Scientist"

Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 31.3 Nutritional Adaptations of Plants  
"CAREER CONNECTION- Soil Scientist"

Indicator 8.1.2 should be changed to "met".

Updated Text: Chapter 31.3 Nutritional Adaptations of Plants  
"CAREER CONNECTION- Soil Scientist"

Indicator 8.1.2 should be changed to "met".

**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

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Current Page Number(s): online

Location: Omission: English Language Learner Support sections are found throughout the text, providing differentiation for a diverse classroom. For example:

Chapter 1.1 The Science of Biology:  
"ENGLISH LANGUAGE LEARNER SUPPORT

At the beginning of each chapter, have students read the Introduction, Chapter Outline, Section Goals, and preview the various headings and graphics.

As a class, with a partner or group, or individually, have students complete a K-W-L Chart for the topics covered in the upcoming section. Then, as they read the section, they can complete their "L" sections."

"ENGLISH LANGUAGE LEARNER SUPPORT

Students will work with the scientific method throughout this text. At various steps during the process, have individual students describe their work to the class. Provide sentence frames where needed. For example:

Proclamation 2024: Report of New Content (10/24/2023)

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"I observe that..."  
"My hypothesis is..."  
"I predict that..."

This evidence demonstrates that the materials guide instruction and differentiation for a diverse classroom. Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: English Language Learner Support sections are found throughout the text, providing differentiation for a diverse classroom. For example:

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"I predict that..."

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**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: Chapter 3.2 Carbohydrates:

"ENGLISH LANGUAGE LEARNER SUPPORT

Set aside time for one-on-one conferences and invite language learners to schedule conferences. Encourage language learners to ask for information that will help them to comprehend complex concepts. Beginning ELLs may use limited high-frequency vocabulary, such as "I do not understand" or "Can you explain" whereas more advanced language learners may be more comfortable using abstract and content based vocabulary. In either case, work with students to figure out where they are stuck and how you can help. Use simple language and employ visual aids and/or gestures where appropriate."

This evidence demonstrates that the materials guide instruction and differentiation for a diverse classroom. Indicator 8.1.2 should be changed to "met".

Link to Updated Content:

[View Updated Content](#)

Original Text: Chapter 3.2 Carbohydrates:

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Updated Text: Chapter 3.2 Carbohydrates:

"ENGLISH LANGUAGE LEARNER SUPPORT

Set aside time for one-on-one conferences and invite language learners to schedule conferences. Encourage language learners to ask for information that will help them to comprehend complex concepts. Beginning ELLs may use limited high-frequency vocabulary, such as "I do not understand" or "Can you explain" whereas more advanced language learners may be more comfortable using abstract and content based vocabulary. In either case, work with students to figure out where they are stuck and how you can help. Use simple language and employ visual aids and/or gestures where appropriate."

This evidence demonstrates that the materials guide instruction and differentiation for a diverse classroom. Indicator 8.1.2 should be changed to "met".

**Component: *OpenStax Biology powered by Kiddom - Online and Print: TEKS***

ISBN: 781960634566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1389]

Location: Unit 8 Ecology & Chapter 46 Ecosystems & Review Questions & #22

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1687 of 2091

[View Updated Content](#)

Original Text: How would loss of fungi in a forest effect biogeochemical cycles in the area?

Updated Text: How would loss of fungi in a forest affect biogeochemical cycles in the area?

**Component: *OpenStax Biology powered by Kiddom - Online and Print***

ISBN: 9781960634566

Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Make question 7 multipart or add an additional question:

Male elk grow large, branched antlers that require a significant amount of energy and nutrients to develop. These antlers can be cumbersome, making it more difficult for elk to maneuver through dense vegetation and escape predators.

However, during the mating season, male elk use their antlers to compete with other males for access to females. The size and quality of the antlers can making them attractive to females.

Analyze and describe how elk antlers are an example of the handicap principle.

## Publisher: McGraw Hill

### Biology

**Program: *McGraw Hill Texas Biology: TEKS***

**Component: *McGraw Hill Texas Biology Student Edition***

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Science and Engineering Practice Handbook

**Component: *McGraw Hill Texas Biology Student Edition***

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

Page 1688 of 2091



[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Assessment Administrators Guide High School

**Component: McGraw Hill Texas Biology Student Edition**

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Biology Assessment Guide TEKS\_9\_10\_11

**Component: McGraw Hill Texas Biology Student Edition**

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

## **Publisher: Myriad Sensors, Inc.**

### **Biology**

**Program: Conceptual Academy Biology (Texas Edition): TEKS**

**Component: Conceptual Academy Biology (Texas Edition)**

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Writing activity on independent assortment

**Component: Conceptual Academy Biology (Texas Edition)**

ISBN: 9781961087002

Location: n/a

Proclamation 2024: Report of New Content (10/24/2023)

Page 1689 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Student analysis of interaction between male and female systems

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Practice Page on interactions among body systems

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Worksheet on plant systems working together to build a structure with function

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Worksheet on plant systems working together to build a structure with function (Answer Key)

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: TEKS coverage now indicated in CAB Teaching Tips chapter headers

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Learning objectives and prior knowledge provided for each phenomenon activity

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Biology Word Window

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Biology Word Window Teachers Guide

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Biology Word Window (Spanish)

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Activities now aligned to SEPs in a new grid.

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Activity: Investigating surface area

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New curriculum map

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Vertical alignment grid

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instructor guide to biology misconceptions

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Concept inventory

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instructor Guide to Student Performance Data

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assessment Guide for instructors:

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instructor Guide for Learning and Assessment Accommodations

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Scaffolding guide for the instructor

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Learner and assessment accommodations added to activity guide

**Component: *Conceptual Academy Biology (Texas Edition)***

ISBN: 9781961087002

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Further guidance provided to instructor for their communications with parents and caregivers including the inclusion of a Spanish version of draft letters

## **Publisher: Savvas Learning**

### **Biology**

**Program: *Texas Miller & Levine Experience Biology (Print with digital): TEKS***

**Component: *Biology Student Handbook***

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 146

Location: Investigation 4 Assessment, Question 43 (revised for TEKS 3.A.xii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: SEP Analyze and Interpret Data In watermelons, round fruit shape (R) is dominant over elongated fruit shape (r), and green color (G) is dominant over striped color (g). A watermelon that is heterozygous for both traits is crossed with a watermelon with elongated, striped fruit. Draw and complete a Punnett square of the cross and determine the predicted genotype and phenotype ratios of the F1 generation.

Updated Text: SEP Propose Solutions Supported by Models A farmer wants to grow round, green watermelons. In watermelons, round fruit shape (R) is dominant over elongated fruit shape (r), and green color (G) is dominant over striped color (g). Draw and complete a model of possible dihybrid crosses using dihybrid Punnett Squares. Propose a

Proclamation 2024: Report of New Content (10/24/2023)

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solution for the farmer by using your model to predict which parent phenotypes will produce round, green watermelons. Your solution should be consistent with scientific principles and theories.

**Component: *Biology Student Handbook***

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 277

Location: Investigation 9, Experience 2, Question 15 (revised for TEKS 1.F.viii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 15. Use Mathematical Calculations In the diagram of allele frequencies, there is a total of 50 alleles—20 are black (B) and 30 are brown (b). How many of each allele would be present in a total of 100 alleles?

Updated Text: 15. SEP Organize Quantitative Data Using Scientific Drawings Make a scientific drawing to organize allele frequency data for a population of mice that has a total of 40 alleles—30 are black (B) and 10 are brown (b).

**Component: *Biology Student Digital Access***

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Analyzing Data (Inv 2, Exp 2), (adding new question 4 for TEKS 1.F.iv new citation #2 approved by SRP)

Original Text: N/A (adding question that is not in the original text)

Updated Text: 4. SEP Organize Quantitative Data in Charts Identify the five foods with the highest protein content and make a bar chart to organize and display this quantitative data. Make sure to label both the x- and y-axis and to give your chart a title. Sample Answer: Check students bar graphs to make sure they have a reasonable title, and appropriate labels for the x- and y-axis. The five foods with the most protein include: Eggs, 2 whole (12 g), Skinless, roasted turkey, 3 slices (11 g), 2% milk, 1 cup (8 g), Sourdough bread, 2 slices (8 g), and Bacon, 2 slices (5 g).

**Component: *Biology Student Digital Access***

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Analyzing Data (Inv 9, Exp 2), (revising Step 1 for TEKS 1.F.iv new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: Prepare a data table to record the results.

Updated Text: Prepare a chart to organize the quantitative data you collect. When creating your chart, think about how to design your chart in order to organize and record your data.

Proclamation 2024: Report of New Content (10/24/2023)

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# Publisher: Smart Biology

## Biology

### Program: *BIOLOGY Texas: TEKS*

#### Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

#### Component: *BIOLOGY Texas | Student Edition*

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

#### Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

#### Component: *BIOLOGY Texas | Student Edition*

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

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Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 2 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased teacher guidance for short answer "ASSESS" questions.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1697 of 2091

Location: Google Drive: Page 4 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased student guidance, teacher guidance, and analysis for SEP activities

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 4 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased student guidance, teacher guidance, and analysis for SEP activities

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 8 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased student guidance, teacher guidance, and analysis for laboratories

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 8 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased student guidance, teacher guidance, and analysis for laboratories

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 13 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased guidance for note-taking

Proclamation 2024: Report of New Content (10/24/2023)

Page 1698 of 2091

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 13 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased guidance for note-taking

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 14 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased support for new vocabulary

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 14 in URL link

Original Text: New Content

Updated Text: TRR addition: Increased support for new vocabulary

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Page 15 in URL link

Original Text: New Content

Updated Text: TRR addition: Changes to teacher guide

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to all labs. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to all labs. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to all SEP activities. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to all SEP activities. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

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Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1700 of 2091

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to some of the short answer questions. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding new images to some of the short answer questions. This is a sample of what that will look like.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be adding a new, comprehensive teacher guide. Although the final version is not yet complete, the document here contains most of the content already. However, please also see the document referenced in the following row (row 25), as it outlines the changes we will make to this teacher guide.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: We will be making significant changes to the teacher guide, all outlined in this document.

## **Biology**

**Program: *BIOLOGY Texas: ELPS***

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Proclamation 2024: Report of New Content (10/24/2023)

Page 1701 of 2091

Link to Current Content:  
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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:  
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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:  
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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:  
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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Proclamation 2024: Report of New Content (10/24/2023)

Page 1702 of 2091

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

**Component: *BIOLOGY Texas | Student Edition***

ISBN: 9781777945053

Link to Current Content:

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Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: New Teacher Guide

**Component: *BIOLOGY Texas | Teacher Edition***

ISBN: 9781777945060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: New Pacing Guide

# Publisher: Summit K12 Holdings

## Biology

### Program: *Dynamic Biology: TEKS*

#### Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.5A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: "Spiraled Practice and Review Activities to Support Instruction" has been added to each lesson guide. [Details are specific for each Lesson Guide]

#### Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.13CActivity: Engineering Design: Air Pollution Monitor

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teacher Notes:

Encourage students to define and clarify the problem based on observations they have made during the school year or by providing a video or images of the city they live in.

Group students and allow them to develop questions based on their observations, facilitate a discussion amongst them to probe students' understanding, and challenge them to identify the core concepts of ecosystem stability.

Brainstorm with students the monitor's design, constraints, challenges, advantages, amount of time needed to build and test and allow them to make a material list of their own.

For any students struggling with construction or looking for additional information, provide time for online research.

#### Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.6CActivity Curing Cancer

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teacher Note:

- Show students an image or video of a normal cell undergoing cell division compared to that of a cancerous cell and allow students to make observations of the concept of disruption of the cell cycle.

Proclamation 2024: Report of New Content (10/24/2023)



- Place students into groups of four and ask them to develop questions based on their observations, challenge them to apply their knowledge of the cell cycle, and answer the questions within the group.
- Once completed, let them calculate the number of cells made in a normal cell cycle compared to that of a cancerous cell.
- This model will allow students to understand the difference in the growth rate of a normal and cancerous cell.

**Component: *Dynamic Biology***

ISBN: 9781433406959

Location: Lesson Guide B.5DActivity: Viral Replication Sticky Notes - Teacher

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students can be creative and add images or references from the video that allow them to better remember the difference between the lytic and lysogenic cycles. Pass out at least two sticky notes to each student. Have students add a fact or two they learned from the video on each sticky note.

After students have completed their sticky notes, have them place them on the whiteboard or a piece of chart paper. Conduct a gallery walk so students can see other classmates' facts and drawings.

After the gallery walk, have students write a summary paragraph in their science notebook.

**Component: *Dynamic Biology***

ISBN: 9781433406898

Location: Teacher Guide: Phenomenon Sensemaking Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New document

**Component: *Dynamic Biology***

ISBN: 9781433406898

Location: Teacher Guide: Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Per TRR this document was updated in several places to show supporting activities and length of time for activities.

**Component: *Dynamic Biology***

ISBN: 9781433406898

Proclamation 2024: Report of New Content (10/24/2023)

Page 1705 of 2091

Location: Teacher Guide Biology Cross-Curricular and TEKS Spiral

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Per TRR a new document was created to show cross-curriculum links.

## Publisher: TPS Publishing

### Biology

#### Program: *STEAM into Biology - High School Edition: TEKS*

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 57

Location: Task 7

Original Text: New Content

Updated Text: Add text as third paragraph as follows;

Students should measure the heights and/or collect data on the shoe sizes of all students in the class. Students should then decide how to organize these sets of data, for example in a table, and how to best display the data using models, such as pie charts, bar charts, line graphs and scatter graphs. Have volunteer students present their organized quantitative data to class. Class can critique the content and discuss the importance of using student models with quantitative data, and how collaborative review can assist student understanding.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 58

Location: Homework

Original Text: New Content

Updated Text: Add before current text as follows;

Students should use the information from slides 5 and 6 (these may be printed and given as handouts) and conduct further research in order to produce a 3-dimensional model of a plant cell. This task should be given adequate time to complete and allows students to use their imagination in deciding how best to display the information in a 3-D model and choosing scale, materials and colors. Have students present their homework to class and explain what type of data is presented.

Discuss as a class different model types to organize qualitative data using student-prepared models.

Have students form small groups and critique one another's models. Each group presents their best model to the rest of class. Each group votes for the best model. (A group may not vote for their own model). Once the winning model has been chosen, review it as a class and highlight why it presents the qualitative data well. What are the model's advantages and limitations.

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**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

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Current Page Number(s): Page 58

Location: Homework

Original Text: New Content

Updated Text: Add after current text as follows;

Students should provide a model to support their work and detail whether the data is qualitative or quantitative. Why did they choose their model type?

Discuss as a class what quantitative and qualitative data can be collated for this topic. As a class collate both types of data and create a classroom mural that includes a model created by students for both types of data.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

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Current Page Number(s): Page 118

Location: How to communicate effectively?

Original Text: New Content

Updated Text: Add to end of current text as follows;

All scientific communication relies on respectful consideration for other peoples' arguments and viewpoints. We must always be mindful to show respect for these points of view, even when we might not agree with them, and engage in respectful argumentation utilizing applied scientific explanations to the appropriate level for the audience. Have students work in small groups and create a script and act out a scene to show how, during scientific argumentation they must apply scientific explanations and empirical evidence and always be respectful. Students can create a second scene to show what can occur when people do not engage respectfully in scientific argumentation.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

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Current Page Number(s): Page 124

Location: Task 3

Original Text: New Content

Updated Text: Add to end of 2nd paragrah as follows;

hTake time, before continuing to have students tell you why scientific argumentation is important and how it involves applying both scientific explanations and empirical evidence. Ask students to journal notes about this into their science journals. Students must highlight why it is vital they are always respectful within discussions.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

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Link to Current Content:  
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Current Page Number(s): Page 225

Location: S Phase –

Original Text: New Content

Updated Text: Replace with the following;

The cell then enters the S phase. In this phase, the DNA is copied and very tiny, invisible microtubules called spindle fibers begin to form which will be used later in mitosis. We can think of the S phase as being the synthesis stage. In order for the cell cycle to be completed successfully, it is essential that DNA replication occurs so that 2 copies of each chromosome have been produced before the cell enters mitosis.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:  
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Current Page Number(s): Page 406

Location: Top of page

Original Text: New Content

Updated Text: New text and graphic at top of page as follows;

Each of these plant systems interact with each other, ultimately, to facilitate the process of reproduction. The Transport Systems provide water and minerals absorbed by the Roots and delivered through Xylem vessels. Photosynthesis (in the leaf) produces Glucose for respiration, supplied via the Phloem in the form of Sucrose. These substances allow the reproductive structures that make up the flower to grow, developing the male and female gametes (pollen and ovum) and in producing the fruit structures around the seed once the flower has been pollinated – it is even more important at this stage for the fruit to have sugars delivered through the phloem if the fruit is to taste sweet!

The Response Systems ensure that flowers are produced at the correct time of year, responding to temperature, daylight hours, etc, and that flowers are open during daylight hours to maximise the chances of pollination.

Graphic of a plant labeled with Bud, Flower, Leaf, Stem, Seed, and Root.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Page 413

Location: Bottom of page

Original Text: New Content

Updated Text: Add text to end Extension Question as follows;  
What effect(s) might this have on the stability of the ecosystem?

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

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Current Page Number(s): Page 419

Location: Bottom of page

Original Text: New Content

Updated Text: Additional activity added to end of Plenary as follows;

Slide 19 – Students should describe how the Predator:Prey relationship shown in the graph helps to maintain ecosystem stability.

**Component: *Student Textbook - Biology***

ISBN: 9781788059572

Link to Current Content:

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Current Page Number(s): Page 305

Location: Adjust and add to top of page

Original Text: New Content

Updated Text: For example –

Some possible combination of alleles for rabbit fur color.

FOLLOWED BY TWO PUNNET SQUARES

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Biology -

[https://docs.google.com/spreadsheets/d/11NuzAP7G7tj8dDU\\_nmpBnNzRCbCwVLU/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/11NuzAP7G7tj8dDU_nmpBnNzRCbCwVLU/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

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Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Biology - [https://docs.google.com/spreadsheets/d/1IOYrCC-](https://docs.google.com/spreadsheets/d/1IOYrCC-SGNIAHMC7bdDYivPLMuyVikiS/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

[SGNIAHMC7bdDYivPLMuyVikiS/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1IOYrCC-SGNIAHMC7bdDYivPLMuyVikiS/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

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Link to Current Content:

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Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Biology -

<https://drive.google.com/file/d/1DI67maewbttnpYWtZ6HbMcZqDdgFRvBO/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

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Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Biology - Arts Math ELA Cross Reference -

[https://docs.google.com/spreadsheets/d/1JquoBA1t7DeW\\_Q3gjpTzUoTVqRL2doei/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1JquoBA1t7DeW_Q3gjpTzUoTVqRL2doei/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

## Publisher: Kiddom

### Chemistry

**Program: *OpenStax Chemistry powered by Kiddom - Online and Print: TEKS***

**Component: *OpenStax Chemistry powered by Kiddom - Online and Print***

ISBN: 9781960634580

Link to Current Content:

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Current Page Number(s): online

Location: OMISSION: Please include the following as evidence, found in Chapter 2 > Exercises > Section 2.2 > Question 4-5 (in Kiddom). "Predict and test the behavior of  $\alpha$  particles fired at a "plum pudding" model atom." A virtual simulation is provided in order for students to make predictions and conduct investigations to test their prediction regarding the structure of atoms.

Since the above evidence shows opportunities for students to ask questions, conduct investigations and engage in problem-solving, the score should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

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Proclamation 2024: Report of New Content (10/24/2023)

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ISBN: 9781960634580

Link to Current Content:

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Current Page Number(s): online

Location: Please include the following as evidence, found in Chapter 1 > Exercises > Section 1.1 > Question 1. "Explain how you could experimentally determine whether the outside temperature is higher or lower than 0 °C (32 °F) without using a thermometer." This provides an opportunity for students to plan an experimental investigation to determine the answer to a scientific question.

Since the above evidence shows opportunities for students to ask questions, conduct investigations and engage in problem-solving, the score should be changed from DNM to M.

Link to Updated Content:

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Link to Current Content:

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Current Page Number(s): online

Location: OMISSION: Omission: English Language Learner Support sections are found throughout the text, providing differentiation for a diverse classroom. For example, Chapter 9 > Section 9.2, "To give students speaking practice AND internalize new academic language, you can have students work in pairs or groups to prepare a presentation of a key diagram or graphic within the chapter. Students can draw a large poster version of the graphic or simply present it on the screen. Then, the partners will take turns presenting the diagram to the rest of the class."

Since the evidence shows teacher guidance for facilitating student-made connections, the score should be changed from DNM to M.

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Link to Current Content:

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Current Page Number(s): online

Location: Omission: The materials contain English Language Learner Support sections throughout, which provide scaffolding activities. For example:

Chapter 1.1 Chemistry in Context:

"ENGLISH LANGUAGE LEARNER SUPPORT

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As you teach, be aware of various levels of language learners present in the classroom. Beginning language learners often need help understanding basic vocabulary used in science instruction. Words such as introduction; process; summary; examine; and method are easily translated online into students' native languages. Empower students to use online translation tools whenever they wish to define basic vocabulary. Students may wish to keep a list of translations in dedicated notebook."

"ENGLISH LANGUAGE LEARNER SUPPORT

Students will work with the scientific method throughout this text. At various steps during the process, have individual students describe their work to the class. Provide sentence frames where needed. For example:

"I observe that..."

"My hypothesis is..."

"I predict that..."

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: The materials contain English Language Learner Support sections throughout, which provide scaffolding activities. For example:

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Indicator 8.2.1 should be changed to "met".

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Link to Current Content:

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Current Page Number(s): online

Location: Omission: The materials contain English Language Learner Support sections throughout, which provide scaffolding activities. For example:

Chapter 4.2 Classifying Chemical Reactions

"Periodically assign simple extended speaking assignments to language learners, asking them to relate something they have learned to their day-to-day life or a personal experience. Give students a list of topics to choose from based on the current chapter being studied. Have language learners present to a small audience consisting of either their fellow ELL classmates or a group of classmates that includes native speakers.

Guide beginning ELLS to select topics that lend themselves to their limited vocabulary. Beginning language learners will rely on a bank of high-frequency words to communicate their ideas. However, as they participate in classroom activities and listen to their peers' speaking assignments, beginning learners will naturally acquire and begin to incorporate abstract and content-based vocabulary."

Indicator 8.2.1 should be changed to "met"

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: The materials contain English Language Learner Support sections throughout, which provide scaffolding activities. For example:

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abstract and content-based vocabulary."

Indicator 8.2.1 should be changed to "met"

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Current Page Number(s): online

Location: OMISSION: Please use the following as evidence found in the chemistry course Introduction. In place of traditional chemistry labs, Openstax chemistry provides students and teachers increased access to lab investigations by providing digital versions of labs and exploration-based investigations to bring chemistry concepts to life. "Interactives that engage

Chemistry 2e incorporates links to relevant interactive exercises and animations that help bring topics to life through our Link to Learning feature. Examples include:

PhET simulations

IUPAC data and interactives

TED Talks".

Because the digital labs take place of in-person labs, a materials list is not required as all materials are identified when the links to the virtual labs are opened. Since the evidence shows that a materials list is not required in this digital chemistry course, the score should be changed from DNM to PM

Link to Updated Content:

[View Updated Content](#)

Original Text: OMISSION: Please use the following as evidence found in the chemistry course Introduction. In place of traditional chemistry labs, Openstax chemistry provides students and teachers increased access to lab investigations by providing digital versions of labs and exploration-based investigations to bring chemistry concepts to life. "Interactives that engage

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ISBN: 9781960634580

Link to Current Content:  
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Current Page Number(s): online

Location: OMISSION (continued): Please include the following as evidence of a virtual lab investigation that provides digital versions of all equipment and supplies needed during the instructional activity. For example, in Chapter 10 > Exercises > Section 10.1, students are provided a link to a virtual simulation and the following questions, "Open the PhET States of Matter Simulation (<http://openstax.org/l/16phetvisual>) to answer the following questions:

- (a) Select the Solid, Liquid, Gas tab. Explore by selecting different substances, heating and cooling the systems, and changing the state. What similarities do you notice between the four substances for each phase (solid, liquid, gas)? What differences do you notice?
- (b) For each substance, select each of the states and record the given temperatures. How do the given temperatures for each state correlate with the strengths of their intermolecular attractions? Explain.
- (c) Select the Interaction Potential tab, and use the default neon atoms. Move the Ne atom on the right and observe how the potential energy changes. Select the Total Force button, and move the Ne atom as before. When is the total force on each atom attractive and large enough to matter? Then select the Component Forces button, and move the Ne atom. When do the attractive (van der Waals) and repulsive (electron overlap) forces balance? How does this relate to the potential energy versus the distance between atoms graph? Explain."

Since the evidence shows digital investigations that do not require safety precautions like traditional labs, the score should be changed from DNM to PM.

Link to Updated Content:  
[View Updated Content](#)

Original Text: OMISSION (continued): Please include the following as evidence of a virtual lab investigation that provides digital versions of all equipment and supplies needed during the instructional activity. For example, in Chapter 10 > Exercises > Section 10.1, students are provided a link to a virtual simulation and the following questions, "Open the PhET States of Matter Simulation (<http://openstax.org/l/16phetvisual>) to answer the following questions:

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Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

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Current Page Number(s): online

Location: OMISSION: Please include the following as evidence, found in the Chemistry course Introduction. "Pedagogical foundation and features

Throughout Chemistry 2e, you will find features that draw the students into scientific inquiry by taking selected topics a step further. Students and educators alike will appreciate discussions in these feature boxes.

- Chemistry in Everyday Life ties chemistry concepts to everyday issues and real-world applications of science that students encounter in their lives. Topics include cell phones, solar thermal energy power plants, plastics recycling, and measuring blood pressure.
- How Sciences Interconnect feature boxes discuss chemistry in context of its interconnectedness with other scientific disciplines. Topics include neurotransmitters, greenhouse gases and climate change, and proteins and enzymes.
- Portrait of a Chemist presents a short bio and an introduction to the work of prominent figures from history and present day so that students can see the "faces" of contributors in this field as well as science

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in action."

"Interactives that engage

Chemistry 2e incorporates links to relevant interactive exercises and animations that help bring topics to life through our Link to Learning feature. Examples include:

- PhET simulations
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- TED Talks"

Students use application skills throughout each chapter of the course to conduct virtual lab investigations and make real-world connections to the chemistry content.

Since this evidence shows additional content that supports students in constructing, building, and developing knowledge, indicator 2.2.1 should be changed to "partially met".

Link to Updated Content:

[View Updated Content](#)

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Current Page Number(s): online

Location: Omission:

Each chapter in every unit starts with an "Introduction" that introduces an "Anchoring Phenomenon" that is used throughout the chapter. For example, Chapter 3 Introduction explains how "swimming pools require regular additions of various chemical compounds in carefully measured amounts". Each chapter begins with an "Introduction" followed by appropriate content in subchapters presented in increasing complexity for deeper understanding. Additional sections include "Key Terms, Summary, Key Equations, and various Exercises to check for understanding, mastery and application to real life.

Since this evidence shows how "Anchoring phenomena" is embedded into each chapter introduction, indicator 2.2.1 should be changed to "partially met".

Link to Updated Content:

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Original Text: Omission:

Each chapter in every unit starts with an "Introduction" that introduces an "Anchoring Phenomenon" that is used throughout the chapter. For example, Chapter 3 Introduction explains how "swimming pools require regular additions of various chemical compounds in carefully measured amounts". Each chapter begins with an "Introduction" followed by appropriate content in subchapters presented in increasing complexity for deeper understanding. Additional sections include "Key Terms, Summary, Key Equations, and various Exercises to check for understanding, mastery and application to real life.

Since this evidence shows how "Anchoring phenomena" is embedded into each chapter introduction, indicator 2.2.1 should be changed to "partially met".

Updated Text: Omission:

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Since this evidence shows how "Anchoring phenomena" is embedded into each chapter introduction, indicator 2.2.1 should be changed to "partially met".

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Current Page Number(s): online

Location: OMISSION: Please use the following example as evidence found in Chapter 9 > Section 9.2 > Chemistry in Everyday Life > Breathing and Boyle's Law and Link to Learning.

Students are provided with examples of real-world applications of chemistry concepts and use science and engineering practices in a virtual lab investigation to explore relationships between variables in Ideal Gas Laws.

Since the evidence above shows phenomena and opportunities for students to apply science and engineering practices the score should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: OMISSION: Please use the following example as evidence found in Chapter 9 > Section 9.2 > Chemistry in Everyday Life > Breathing and Boyle's Law and Link to Learning.

Students are provided with examples of real-world applications of chemistry concepts and use science and engineering practices in a virtual lab investigation to explore relationships between variables in Ideal Gas Laws.

Since the evidence above shows phenomena and opportunities for students to apply science and engineering practices the score should be changed from DNM to M.

Updated Text: OMISSION: Please use the following example as evidence found in Chapter 9 > Section 9.2 > Chemistry in Everyday Life > Breathing and Boyle's Law and Link to Learning.

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Location: OMISSION: Please use the following as evidence found in Chapter 3 > Section 3.3. Students prior knowledge of dilutions is addressed by providing an example of iced tea becoming diluted when ice cubes melt.

"Dilution is the process whereby the concentration of a solution is lessened by the addition of solvent. For example, a glass of iced tea becomes increasingly diluted as the ice melts. The water from the melting ice increases the volume of the solvent (water) and the overall volume of the solution (iced tea), thereby reducing the relative concentrations of the solutes that give the beverage its taste (Figure 3.16)."

Students then apply their understanding of the chemistry concept of dilutions to a virtual lab investigation.

"Use the simulation (<http://openstax.org/l/16Phetsolvents>) to explore the relations between solute amount, solution volume, and concentration and to confirm the dilution equation."

Since the evidence above shows an opportunity for students to use their prior knowledge and apply it to phenomena and engineering situations, the score should be changed from DNM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: OMISSION: Please use the following as evidence found in Chapter 3 > Section 3.3. Students prior knowledge of dilutions is addressed by providing an example of iced tea becoming diluted when ice cubes melt.

"Dilution is the process whereby the concentration of a solution is lessened by the addition of solvent. For example, a glass of iced tea becomes increasingly diluted as the ice melts. The water from the melting ice increases the volume of the solvent (water) and the overall volume of the solution (iced tea), thereby reducing the relative concentrations of the solutes that give the beverage its taste (Figure 3.16)."

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Updated Text: OMISSION: Please use the following as evidence found in Chapter 3 > Section 3.3. Students prior knowledge of dilutions is addressed by providing an example of iced tea becoming diluted when ice cubes melt.

"Dilution is the process whereby the concentration of a solution is lessened by the addition of solvent. For example, a glass of iced tea becomes increasingly diluted as the ice melts. The water from the melting ice increases the volume of the solvent (water) and the overall volume of the solution (iced tea), thereby reducing the relative concentrations of the solutes that give the beverage its taste (Figure 3.16)."

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Current Page Number(s): online

Location: Omission:

The materials use the "Introductory Paragraph" of the Chapters to leverage students' prior knowledge in order for them to relate the topic at hand. For example, Chapter 4.1 says, "An earlier chapter of this text introduced the use of element symbols to represent individual atoms. When atoms gain or lose electrons to yield ions, or combine with other atoms to form molecules, their symbols are modified or combined to generate chemical formulas that appropriately represent these species. Extending this symbolism to represent both the identities and the relative quantities of substances undergoing a chemical (or physical) change involves writing and balancing a chemical equation."

Since this evidence shows how the Introduction prompts students to think about prior knowledge, indicator 2.2.2 should be changed to "partially met"

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission:

The materials use the "Introductory Paragraph" of the Chapters to leverage students' prior knowledge in order for them to relate the topic at hand. For example, Chapter 4.1 says, "An earlier chapter of this text introduced the use of element symbols to represent individual atoms. When atoms gain or lose electrons to yield ions, or combine with other atoms to form molecules, their symbols are modified or combined to generate chemical formulas that appropriately represent these species. Extending this symbolism to represent both the identities and the relative quantities of substances undergoing a chemical (or physical) change involves writing and balancing a chemical equation."

Since this evidence shows how the Introduction prompts students to think about prior knowledge, indicator 2.2.2 should be changed to "partially met"

Updated Text: Omission:

The materials use the "Introductory Paragraph" of the Chapters to leverage students' prior knowledge in order for them to relate the topic at hand. For example, Chapter 4.1 says, "An earlier chapter of this text introduced the use of element symbols to represent individual atoms. When atoms gain or lose electrons to yield ions, or combine with other atoms to form molecules, their symbols are modified or combined to generate chemical formulas that appropriately represent these species. Extending this symbolism to represent both the identities and the relative quantities of substances undergoing a chemical (or physical) change involves writing and balancing a chemical equation."

Since this evidence shows how the Introduction prompts students to think about prior knowledge, indicator 2.2.2 should be changed to "partially met"

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Location: Re-review: Added opportunity for students to write a procedure and perform an experiment (if equipment is available) to section 5

2, example 5

3 the second check your understanding

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: Added opportunity for students to write a procedure and perform an experiment (if equipment is available) to section 5

2, example 5

3 the second check your understanding

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Location: Rereview: Two additions to questions asking students to build models if materials are provided were added to section 8.2, one in Example 8.2 and the other in Example 8.3

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: Two additions to questions asking students to build models if materials are provided were added to section 8.2, one in Example 8.2 and the other in Example 8.3

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Link to Current Content:

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Location: Rereview: Text added to address misconception to caption of Figure 21.30 in section 21.6

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Text added to address misconception to caption of Figure 21.30 in section 21.6

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Link to Current Content:

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Location: Rereview: Added activity based opportunity to Lesson 14, section 14.7 Exercise 14.21

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added activity based opportunity to Lesson 14, section 14.7 Exercise 14.21

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Link to Current Content:

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Location: Rereview: Added activity in section 5.2 Example 5.3

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added activity in section 5.2 Example 5.3

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Link to Current Content:

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Location: Rereview: Opportunity to ask questions added to How Sciences Connect section in section 15.1

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Opportunity to ask questions added to How Sciences Connect section in section 15.1

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Link to Current Content:

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Location: Rereview: Opportunity to ask questions and gather own evidence added to Link to Learning in section 10.6

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Opportunity to ask questions and gather own evidence added to Link to Learning in section 10.6

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Link to Current Content:

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Location: Rereview: Slight edit made to Chapter 9 Introduction to share and compare their thinking

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Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Slight edit made to Chapter 9 Introduction to share and compare their thinking

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Link to Current Content:

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Location: Rereview: changed the question in Chapter 7 Exercises for section 7.2 #1 to ask students to take a more argumentative stance

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: changed the question in Chapter 7 Exercises for section 7.2 #1 to ask students to take a more argumentative stance

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Link to Current Content:

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Location: Rereview: changed problem #2 in Chapter 14 Exercises for section 14.1 to encourage students to use argumentatio

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: changed problem #2 in Chapter 14 Exercises for section 14.1 to encourage students to use argumentatio

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Link to Current Content:

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Location: Rereview: Added peer discussion in example 7.11 in section 7.6

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added peer discussion in example 7.11 in section 7.6

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Link to Current Content:

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Location: Rereview: Added guidance for anticipation of different student responses to Lesson 10.4, Example 10.11 Solution

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added guidance for anticipation of different student responses to Lesson 10.4, Example 10.11 Solution

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Link to Current Content:

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Location: Rereview: Added student misconception statements to Lesson 7.6, Example 7.12 Solution

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added student misconception statements to Lesson 7.6, Example 7.12 Solution

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Link to Current Content:

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Location: Rereview: Added activity to strengthen experience for all students to the ELL recommendations box at the end of lesson 1.5

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added activity to strengthen experience for all students to the ELL recommendations box at the end of lesson 1.5

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Link to Current Content:

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Location: Rereview: Edits made to Simulation activity in section 1.4 to address this concern

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.kd3hkpubfdah>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Edits made to Simulation activity in section 1.4 to address this concern

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.kd3hkpubfdah>

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Link to Current Content:

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Location: Rereview: To meet this, an optional part D has been added to Question 6 of 10.1 Exercises

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.xbckqd87yd45>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: To meet this, an optional part D has been added to Question 6 of 10.1 Exercises

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.xbckqd87yd45>

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Link to Current Content:

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Location: Rereview: Additional help is provided to students now in sections 7.1 and 11.4

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.tllc7ge914qc>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Additional help is provided to students now in sections 7.1 and 11.4

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.tllc7ge914qc>

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Link to Current Content:

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Location: Rereview: Additions made to teacher notes for Section 7.1 Exercises, question # 7 to provide assistance to student who need extra help. This teacher's note will come at the beginning of this multi-part question

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.eptqbw54ftft>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Additions made to teacher notes for Section 7.1 Exercises, question # 7 to provide assistance to student who need extra help. This teacher's note will come at the beginning of this multi-part question

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.eptqbw54ftft>

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Link to Current Content:

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Location: Rereview: For each of the Check Your Learning questions in section 11.4 a teacher's note has been added to help struggling students

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.8e4abjbyryp0>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: For each of the Check Your Learning questions in section 11.4 a teacher's note has been added to help struggling students

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.8e4abjbyryp0>

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Link to Current Content:

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Location: Rereview: addition made to beginning of lesson 1.1 Exercises to include statement which is more inclusive of all students

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<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.o0n11uiom8hc>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: addition made to beginning of lesson 1.1 Exercises to include statement which is more inclusive of all students

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Link to Current Content:

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Location: Rereview: addition made to Chapter 2 Introduction to include a statement which is more inclusive of all students

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.o0n11uiom8hc>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: addition made to Chapter 2 Introduction to include a statement which is more inclusive of all students

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.o0n11uiom8hc>

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Location: Rereview: Addition made to Section 12.7 EEL Support paragraph at beginning of section to include a statement which is more inclusive of all students

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Original Text: new content

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Updated Text: Rereview: Addition made to Section 12.7 EEL Support paragraph at beginning of section to include a statement which is more inclusive of all students

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Link to Current Content:

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Location: Rereview: Statement added to Section 5.2 Check Your Learning in Example 5.3 to address reviewing Energy Basics.

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.djmuihfpl4gx>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Statement added to Section 5.2 Check Your Learning in Example 5.3 to address reviewing Energy Basics.

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.djmuihfpl4gx>

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Link to Current Content:

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Location: Rereview: Statement added to Section 5.3 Check Your Learning in Example 5.8 to address reviewing Energy Basics

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.djmuihfpl4gx>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Statement added to Section 5.3 Check Your Learning in Example 5.8 to address reviewing Energy Basics

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Link to Current Content:

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Location: Rereview: Statement added at the end of the ELL Support paragraph to include tactics for all learners at the beginning of section 2.1

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.djmuihfpl4gx>

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Original Text: new content

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Location: Rereview: Section 4.3 ELL directions edited to include all groups of students

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.f2zv7xgvb1j4>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Section 4.3 ELL directions edited to include all groups of students

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.f2zv7xgvb1j4>

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ISBN: 9781960634580

Link to Current Content:

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Location: Re-review: Collaboration now added or identified in sections 4.2 and 4.3

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.f2zv7xgvb1j4>

Link to Updated Content:

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Original Text: new content

Updated Text: Re-review: Collaboration now added or identified in sections 4.2 and 4.3

<https://docs.google.com/document/d/1rNlExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.f2zv7xgvb1j4>

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Link to Current Content:

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Location: Rereview: Edits made to Section 2.7 example 2.13 to address this collaboration

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Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Edits made to Section 2.7 example 2.13 to address this collaboration

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Link to Current Content:

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Location: Rereview: Statement has been added to the Introduction to the entire program to address these concerns for indicator 7.4

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Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Statement has been added to the Introduction to the entire program to address these concerns for indicator 7.4

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Link to Current Content:

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Location: Rereview: Added activity to Link to Learning feature to include experimentation

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Link to Updated Content:

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Original Text: new content

Updated Text: Rereview: Added activity to Link to Learning feature to include experimentation

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

**Component: *OpenStax Chemistry powered by Kiddom - Online and Print***

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: Added opportunity in Link to Learning in section 5.1 for students to refine their designs

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: Added opportunity in Link to Learning in section 5.1 for students to refine their designs

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

**Component: *OpenStax Chemistry powered by Kiddom - Online and Print***

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: Additional activity added to simulation in 4.1 to encourage collaboration

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: new content

Updated Text: Rereview: Additional activity added to simulation in 4.1 to encourage collaboration

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

**Component: *OpenStax Chemistry powered by Kiddom - Online and Print***

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: Added text to section 6.3 Link to Learning to add discussion

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: Added text to section 6.3 Link to Learning to add discussion

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

**Component: *OpenStax Chemistry powered by Kiddom - Online and Print***

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: A note has been added to the Introduction to include resources for parents and caregivers for some of the digital technology used in this program

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.m9p0rshz6cxf>

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: A note has been added to the Introduction to include resources for parents and caregivers for some of the digital technology used in this program

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.m9p0rshz6cxf>

# Publisher: McGraw Hill

## Chemistry

### Program: *McGraw Hill Texas Chemistry : TEKS*

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Science and Engineering Practices Handbook

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Chemistry: Cross-Content Correlations

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Pacing Guide

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Texas Science Instructional Model

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Assessment Administration Guide

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Scoring Rubric\_HS

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1736 of 2091



Original Text: New Content

Updated Text: See new content document: Communicating with Caregivers

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: LETTER TO HOME Chemistry Program Overview

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content : McGraw Hill Texas Science Professional Learning Planning a Lesson

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Rigor and Writing

**Component: McGraw Hill Texas Chemistry Student Edition**

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1737 of 2091

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Routines

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Standards

**Component: *McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Unpack Standards

## **Publisher: Myriad Sensors, Inc.**

### **Chemistry**

**Program: *Conceptual Academy Chemistry (Texas Edition): TEKS***

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New worksheet on chemical reactivity

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1738 of 2091

Original Text: New Content

Updated Text: Answer key to new worksheet on chemical reactivity

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Link to Current Content:

[View Current Content](#)

Location: Card 4.8c after second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New paragraph on Heisenberg's involvement in quantum mechanics

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Link to Current Content:

[View Current Content](#)

Location: Card 1.3d after third paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New paragraph on engineering practices

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New podcast episode featuring a chemical engineer

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1739 of 2091

Original Text: New Content

Updated Text: Two new cards at end of activity: Curiosity Question and More to Explore

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updates to the Lesson Activity Pacing Guide

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Learner and assessment accommodations added to activity guide

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Curriculum map created to guide vertical alignment

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New vertical alignment grid

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Proclamation 2024: Report of New Content (10/24/2023)

Page 1740 of 2091

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New activity: Water filtration challenge

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New activity: The Phosphogypsum Dilemma

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instructor Guide to Student Performance Data

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assessment Guide for Instructors

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teacher Guide on Learning and Assessment Accommodations for this program

Proclamation 2024: Report of New Content (10/24/2023)

Page 1741 of 2091

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assessment accommodation of shortened exams re-purposed from Concept Inventory

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assessment accommodation of shortened exams re-purposed from Concept Inventory (Answer Key)

**Component: *Conceptual Academy Chemistry (Texas Edition)***

ISBN: 9781961087019

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New scaffolding guide for the teacher

## **Publisher: Savvas Learning**

### **Chemistry**

**Program: *Texas Experience Chemistry (Print with digital): TEKS***

**Component: *Chemistry Student Handbook***

ISBN: 9781418358891

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 21

Location: Investigation 1, Experience 3, question 22 at bottom of page (revising for TEKS 6.B.ix new citation #2 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1742 of 2091

Original Text: 22. THEME Patterns Explain the observed pattern of how the sizes and charges of atoms change with the addition and subtraction of electrons.

Updated Text: 22. THEME Patterns Look at the models showing lithium atoms and lithium ion formation on this page. a. Apply the concepts from the atomic model on the previous page to describe the structure of the lithium ion and how it compares to the structure of a lithium atom. Your description should include the number and locations of protons and neutrons in the nucleus and electrons in the electron cloud. b. Use your description to explain the observed pattern of how the sizes and charges of atoms change with the loss of an electron.

**Component: *Chemistry Student Handbook***

ISBN: 9781418358891

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 104-111

Location: Investigation 3, Experience 3, add new question 14 at bottom of page (for TEKS 6.B.ix new citation #1 approved by SRP); renumber all subsequent questions in this Investigation

Link to Updated Content:

[View Updated Content](#)

Original Text: p. 104: N/A (adding question that is not in the original text); p. 105-111: question numbers 14-22 are being renumbered)

Updated Text: 14. Revise Models In the atomic models shown for a sodium ion and a fluoride ion, a single sphere is used to represent the nucleus. Revise these models to show the composition of the nucleus in each ion. In your revised models, make sure to describe the structure of each ion, including the location of protons and neutrons in the nucleus. (questions on subsequent pages renumbered to 15-23)

**Component: *Chemistry Student Digital Access***

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Investigation 1 Answer Key for Student Handbook, question 22 answer (answer for new content for TEKS 6.B.ix new citation #2 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 22. Sample answer: Atoms that gain electrons become larger and the charge becomes more negative. Atoms that lose electrons become smaller and the charge becomes more positive.

Updated Text: 22. Sample answers: a. A lithium ion ( $\text{Li}^+$ ) has 3 protons and either 3 or 4 neutrons located in its nucleus, and 2 electrons in its electron cloud. A neutral lithium atom ( $\text{Li}$ ) also has 3 protons and either 3 or 4 neutrons located in its nucleus. But unlike  $\text{Li}^+$ , a neutral lithium atom has 3 electrons in its electron cloud. b. Atoms that lose electrons become smaller and the charge becomes more positive. This pattern makes sense in analyzing the ion and neutral atom of lithium. The lithium ion has one fewer electron and is thus smaller than its parent atom. Electrons have a negative charge, so losing an electron results in a charge that is more positive. For a lithium ion, the resulting charge is  $1+$ .

**Component: *Chemistry Student Digital Access***

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3-4

Location: Investigation 3 Answer Key for Student Handbook, question 14-22 answers (answer for new content for TEKS 6.B.ix new citation #1 approved by SRP, and renumbering of subsequent answers)

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A (answer for new question is not included in the original text; question numbers 14-22 are being renumbered)

Updated Text: 14. The revised atomic model for a sodium ion (Na<sup>+</sup>) should show 11 protons and 12 neutrons located in the nucleus, and 10 electrons surrounding the nucleus. The revised atomic model for a fluoride ion (F<sup>-</sup>) should show 9 protons and 10 neutrons located in the nucleus, and 10 electrons surrounding the nucleus. (The answers for original questions 14-22 are renumbered to be 15-23.)

**Component: *Chemistry Teacher Guide***

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T30-T33

Location: Within the table for the Course Planner & Pacing Guide, pp. T30-T33 (TRR Rubric review/appeal change)

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include TEKS for each Experience (lesson).

Updated Text: For all 51 Experiences (lessons), the TEKS taught in that lesson have been added to the table. No content was removed from the original. Example for Investigation 1 Experience 1: TEKS 13A; SEP 1A Also added new head "TEKS-Aligned Scope & Sequence"

**Component: *Chemistry Teacher Guide***

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T38-T50

Location: Within the table for the Texas Essential Knowledge and Skills Chemistry Correlation, pp. T38-T50 (TRR Rubric review/appeal change)

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include SEP that are taught in conjunction with each content TEKS.

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: For all content TEKS (TEKS 5 - TEKS 14), the principle SEP TEKS that are taught in conjunction with each content TEKS are listed. No content was removed from the original. Example for TEKS 5A: SEP Connections: 1F, 2A, 3B See the TEKS/SEP detailed guidance at point-of-use in the Teacher Guide.

## Publisher: Summit K12 Holdings

### Chemistry

#### Program: *Dynamic Chemistry: TEKS*

##### Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 2.3; Activity - The Manhattan Project

Original Text: New Content

Updated Text: Lesson Guide 2.3 The Manhattan Project" Steps 5 & 6 (New Content) Modified Step 5 for students to work with a partner. Added Step 6 to have students partner with a team with an opposing viewpoint. Specific language regarding respectful interaction was added.

##### Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 1.1; Apply and Extend Activity - Ranking the Safety of Common Chemicals.

Original Text: New Content

Updated Text: Lesson Guide 1.1 - Ranking the Safety of Common Chemicals Page 6 - New content will be added in the Lesson Guide's Apply and Extend section (1st gray box).

##### Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 1.3: Activity Selecting Lab Equipment

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Provide the following sentence stems to prompt student thinking:

- The difference in function between a graduated cylinder and a beaker is...because ...
- The difference in appearance between a graduated cylinder and a beaker is... because...

##### Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: All Lesson Guides for Units 1-10

Original Text: New Content

Updated Text: Each Lesson Guide for Units 1-10 have an addition section for misconceptions.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 2.4; Key Concepts - Literacy Connection: Electron Arrangements Effect on Properties

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will learn new basic and academic vocabulary as they share information with classmates. Students will include a visual or picture of electron arrangement to support their answer when sharing. Students will use new vocabulary as they communicate responses with classmates.

**Component: *Dynamic Chemistry***

ISBN: 9781433406966

Location: Teacher Guide: Instructional Strategies for Flexible Grouping

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is a new document.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 2.1: History of the Model of the Atom Article

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Additional information was added throughout the article for country of origin, contemporaries, and location of scientific work.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guides 2.4, 3.1, 6.2, 8.3 and 9.1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: "Teacher guidance for facilitating connections:" [Specific text follows this intro phrase on these lesson guides.]

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 6.3: Activity - Conservation of Mass Investigation

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students' data will not be the same because they are not measuring specific amounts. To facilitate a discussion of their data, create a data table on a whiteboard or chart paper and have students record their original and final masses. Ask the group to look for patterns and share out. Ask students to identify outliers and to make suggestions for those. Reinforce the value of multiple pieces of evidence when investigating and the importance of reliable and consistent results. Ask students, if they were to repeat this investigation, what are some things they would change.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 8.1: Activity Literacy Connection - The Four Laws of Thermodynamics Reading and Examples

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will read about the four laws of thermodynamics and then create a one-pager of their explanations and illustrations of each law. Use a Jigsaw strategy to break up the reading. Start with a group of four and give each student one law to read. Make expert groups for each law for students to check their understanding. Then students move back to their original group and teach the law, while others listen and annotate their document.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 8.1: Activity Examples of Laws of Thermodynamics

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teacher Note: Use the peer-to-peer editing strategy for students to analyze and respond to other's descriptions and drawings. Create pairings or a group of four. Each student will trade their examples with another student with the goal to read carefully and provide feedback with sticky notes. Ask students to look for evidence in the text that explains the example. If students work in a group of four, each person could read the same example from three other peers.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 5.2 Key. Concepts

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1747 of 2091

Updated Text: TEACHER NOTE: Gilbert Lewis, an American physical chemist, worked at the University of California, Berkeley, in 1912. He developed the theory of valence to explain covalent bonds, the sharing of two electrons and the formation of electron pairs. Dr. Lewis also proposed a theory for acids and bases which relied on electron pairs.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 3.1: Activity - Women of the Periodic Table

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Country of birth and death  
{ Information about the community they lived in and worked in. How did these communities shape their ability to obtain an education and work as a scientist.

**Component: *Dynamic Chemistry***

ISBN: 9781433406966

Location: Chemistry Scope and Sequence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Per TRR guidance, several adjustments were made to this document to show timing of activities.

**Component: *Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 7.1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Per TRR guidance, "Misconceptions" have been added to every chemistry lesson guide.

## **Publisher: TPS Publishing**

### **Chemistry**

**Program: *STEAM into Chemistry - High School Edition: TEKS***

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1748 of 2091

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Chemistry -

<https://docs.google.com/spreadsheets/d/1JMi63SfRtJtToofaAWtcq2xoKY6TuyZE/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Chemistry - [https://docs.google.com/spreadsheets/d/1k2mPI0QE1nXwWFjl\\_vYa\\_xu-N1D3lwds/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1k2mPI0QE1nXwWFjl_vYa_xu-N1D3lwds/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Chemistry - <https://drive.google.com/file/d/12JW-7acKkU6EI0wpqIjMPB6vU-ChcNRo/view?usp=sharing>

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Chemistry - Arts Math ELA Cross Reference - <https://docs.google.com/spreadsheets/d/1lmtHI-z0rRoWCZbOSjYoiKRnXAWoxbq2/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of New Content (10/24/2023)

Page 1749 of 2091

Location: N/A

Original Text: New Content

Updated Text: STEAM Arts - Chemistry Materials Listing -

<https://docs.google.com/spreadsheets/d/1OoS7nCfRklmUzzftC5OJOv3sGplzSdh0/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

## Publisher: Accelerate Learning Inc.

### Chemistry

**Program: *STEMscopes Science TX - Chemistry: ELPS***

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Plan Section:

Instruct students to evaluate the ideas in pairs or small groups they wrote down while individually brainstorming and choose one.

Allow students time to organize data for their chosen solution to the given problem in a variety of formats such as drawing, labeling, making lists, diagraming, essay, or written explanation.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Plan Section:

Instruct students to evaluate the ideas in pairs or small groups they wrote down while individually brainstorming and choose one.

Allow students time to organize data for their chosen solution to the given problem in a variety of formats such as drawing, labeling, making lists, diagraming, essay, or written explanation.

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Plan Section:

Instruct students to evaluate the ideas in pairs or small groups they wrote down while individually brainstorming and choose one.

Allow students time to organize data for their chosen solution to the given problem in a variety of formats such as drawing, labeling, making lists, diagraming, essay, or written explanation.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

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Current Page Number(s): NA

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Plan Section:

Instruct students to evaluate the ideas in pairs or small groups they wrote down while individually brainstorming and choose one.

Allow students time to organize data for their chosen solution to the given problem in a variety of formats such as drawing, labeling, making lists, diagraming, essay, or written explanation.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

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Current Page Number(s): Pages 1-3

Location: New Content

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: Updated Procedure steps 1 through 4

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 1-2

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated the following sections:

Introductory Paragraph 2

Procedure Steps 1, 5, 14, and 15

You and your group will receive three clue cards from your teacher.

Questions 1 and 2

Reflection and Conclusion 1

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 1

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Driving Question

You are observing a gas producing chemical reaction. To verify mass is conserved, you want to collect the gas that is produced during the reaction. How would you plan to collect the gas?

Goals

- Types of reactions producing gas
- Solutions for collecting gas

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

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Link to Current Content:  
[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity Step 4

Students can critique either their own or a partner's scientific explanations by writing a rebuttal, with the goal of arguing against the evidence or reasoning of either their own CER or a partner's CER. The students should use either empirical evidence, logical reasoning, observational testing, or experimental testing in their rebuttal.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity Steps 4

Students can critique either their own or a partner's scientific explanations by writing a rebuttal, with the goal of arguing against the evidence or reasoning of either their own CER or a partner's CER. The students should use either empirical evidence, logical reasoning, observational testing, or experimental testing in their rebuttal.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity - Explore Step 9

Once students complete their claim-evidence-reasoning task, students will critique either their own or a partner's scientific explanations by writing a rebuttal, with the goal of arguing against the evidence or reasoning of either their own CER or a partner's CER. The students should use experimental testing in their rebuttal.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity step 4

Students can critique either their own or a partner's scientific explanations by writing a rebuttal, with the goal of arguing against the evidence or reasoning of either their own CER or a partner's CER. The students should use empirical evidence, logical reasoning, observational testing, or experimental testing in their rebuttal.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 8

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Paragraph addition on page 8:

Ions are similar to atoms in many ways. Ions contain protons, neutrons, and electrons found in the same locations as in an atom. When you compare the atom and ion of the same element, you find they have the same number of protons and neutrons. As discussed earlier, the majority of an element's mass is in the nucleus. The mass of the electrons is so small, it is considered insignificant to the mass of the protons or neutrons of the nucleus. We consider an ion of a particular atom to have roughly the same mass as that of the atom itself. For example, a carbon atom and ion will both have six protons, and essentially have the same mass.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

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Current Page Number(s): Pages 2,6

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: Procedure step 1:

In this activity, you will use manipulative models to interpret, write, and balance various chemical reactions and differentiate types of reactions.

Reflection and Conclusion 2:

2. Using your knowledge of types of reactions, differentiate between the different types by identifying the following reactions as either acid-base, precipitation, or oxidation-reduction.

refer to updated document for equations.

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Updated English Language Support Strategies

Strategy: Accountable Conversation Questions

**Component: *STEMscopes Science TX - Chemistry (Online)***

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Safety Precautions Wear gloves, apron, and goggles while performing the demonstration. Perform the demo in a well-ventilated area such as a fume hood. Tell students to wear goggles at all times. Have students maintain a safe distance from the demo area. Add Remind students to wear goggles at all times during the demonstration and to maintain enough distance from the demonstration. Refer to document for multiple scopes.

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# Publisher: Cengage Learning Inc.

## Earth Systems Science

### Program: *Earth Systems, Texas Edition: TEKS*

#### Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 10

Location: B(viii) correlationB(xii) correlation

Original Text: New Content

Updated Text: 23.1 p. 755; 23.1 DA p. 755 #4  
23.1 p. 755; 23.5 LA p. 775 #4

#### Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 23

Location: student inset page

Original Text: New Content

Updated Text: Replaced SE inset page; no TE wrap content changes

#### Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 173

Location: student inset page

Original Text: New Content

Updated Text: Replaced SE inset page; no TE wrap content changes

#### Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 180

Location: answer #4

Original Text: New Content

Updated Text: 4. Government policies should make efforts to ensure environmental health and safety related to fracking. Policies could help ensure that toxic wastewater does not enter the water supply and support research to reduce earthquakes. Policies could take steps to protect people and property near areas where fracking occurs.

#### Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 181

Location: student inset page

Proclamation 2024: Report of New Content (10/24/2023)

Page 1756 of 2091

Original Text: New Content

Updated Text: Replaced SE inset page; no TE wrap content changes

**Component: *Earth Systems, Texas Edition | TE Print***

ISBN: 9798214068725

Current Page Number(s): 196

Location: student inset page

Original Text: New Content

Updated Text: Replaced SE inset page; no TE wrap content changes

**Component: *Earth Systems, Texas Edition | TE Print***

ISBN: 9798214068725

Current Page Number(s): 197

Location: answer #25

Original Text: New Content

Updated Text: 25. Sample answer: Conservation of nonrenewable energy resources in Texas can be achieved with various technological, policy, and social solutions. Technological solutions include increasing energy-efficiency in mining, power plants, manufacturing, and transportation. Social solutions include lifestyle changes, such as choosing public transportation, walking or biking, setting the thermostat lower, and turning off the air conditioning. Government policies can help provide financial incentives that support technological advantages and infrastructure to encourage social solutions.

**Component: *Earth Systems, Texas Edition | TE Print***

ISBN: 9798214068725

Current Page Number(s): 265

Location: student inset page; answers #5, #6

Original Text: New Content

Updated Text: 5. Model should show how seismic waves travel at different velocities in different types of rock, varying with the rigidity and density. For example, seismic waves pass through the upper mantle more rapidly than the shallower crust, indicating a change in rock type. Seismic waves slow down again when they enter the asthenosphere, indicating a more plastic and partially melted structure. As they move out of the asthenosphere seismic waves speed up again, indicating stronger and more rigid rock. Deeper still, seismic wave velocities increase again, indicating the presence of denser minerals. There are two types of waves, P waves and S waves. S waves are not transmitted through liquids, so the failure of S waves to pass through the outer core indicates that it is liquid.

6. Model should show the inner core is solid iron and nickel, and how Earth's magnetic field is thought to be generated in its outer core by rising and sinking currents of molten metal that are then deflected or spun by Earth's rotation. The mantle mineral composition changes forming rigid layers below and above the asthenosphere.

**Component: *Earth Systems, Texas Edition | TE Print***

ISBN: 9798214068725

Current Page Number(s): 542

Location: student inset page

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Original Text: New Content

Updated Text: Replaced SE inset page; no TE wrap content changes

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 10

Location: B(viii) correlationB(xii) correlation

Original Text: New Content

Updated Text: 23.1 p. 755; 23.1 DA p. 755 #4

23.1 p. 755; 23.5 LA p. 775 #4

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 23

Location: bottom of first column, middle of second column

Original Text: New Content

Updated Text: Mapping Technology

The different types of maps available today are due to advancements in science and engineering. A two-dimensional coordinate system cannot convey much information about the vertical direction. This includes much of the information that interests Earth scientists and geologists, such as the elevation or shape of landforms or the depths of the ocean. Fortunately, recent advances in technology have greatly improved scientists' ability to collect different types of data that can be used to map Earth's geologic features in three dimensions. One such technology is the global positioning system (GPS). The work of mathematician Gladys B. West laid the groundwork for this network of satellites and receivers that collect various types of data used to make maps.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 173

Location: 3rd paragraph, 1st column

Original Text: New Content

Updated Text: For example, rare earth metals (REMs) are critical to many of our technologies, including electric engines and computer chips. Most of the world's REMs are extracted and refined in China. The United States has a single REM mine and no processing plants. Therefore, all REMs used in the United States must be imported. Dr. Bernard Hubbard is among those trying to identify possible sources in quantities large enough to be mined. He analyzes spectral images from satellite platforms to identify wavelengths unique to REMs and map their distribution. One of the nation's largest deposits of REMs is located within Round Top Mountain near Sierra Blanca, Texas. This deposit also contains other strategically important metals, including lithium, uranium, and thorium. Mining at Round Top is projected to begin in 2023. A Texas-based REM processing plant is also expected to open by 2025. In addition, existing Texas companies are increasing their efforts to recover and recycle REMs from electronic waste.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 181

Proclamation 2024: Report of New Content (10/24/2023)

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Location: last item 6.2 section assessment

Original Text: New Content

Updated Text: Critical Thinking

4. Advances in technology related to fracking have allowed access to new reservoirs of fossil fuels. What government policies do you think might need to be considered regarding this development?

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 196

Location: questions #25, 27

Original Text: New Content

Updated Text: 25. Describe at least two technological, policy, or social solutions that can help decrease the use of fossil fuels in Texas.

27. Petroleum engineers design and develop technology and methods for extracting petroleum oil. Explain the process a petroleum engineer goes through when discovering petroleum in Texas.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 265

Location: question #5, #6

Original Text: New Content

Updated Text: 5. Develop a model to describe the mechanical and chemical composition of Earth's layers using evidence from seismic waves.

6. Using evidence from Earth's magnetic field, develop a model of the mechanical composition of Earth's layers.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 542

Location: new bullet at bottom of list under item #1

Original Text: New Content

Updated Text: The impact of changing ocean temperatures on algal growth in coral

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 755

Location: Data Analysis #4

Original Text: New Content

Updated Text: 4. Make a claim about whether other planets have an effect on Earth and Earth's systems.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Proclamation 2024: Report of New Content (10/24/2023)

Page 1759 of 2091

Current Page Number(s): 187

Location: last line paragraph 2 under Social Solutions

Original Text: New Content

Updated Text: Reducing individual plastic use and lobbying corporations to limit or eliminate new plastic production are ways society could limit our voracious consumption of plastic.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 205

Location: paragraph 1 under key terms

Original Text: New Content

Updated Text: The inner portion of the disc condensed to form our sun, while the outer parts coalesced to form protoplanets, which became the planets orbiting our sun. Earth is one of those planets.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 524

Location: paragraph 4, column 1

Original Text: New Content

Updated Text: Scientists have compiled a climate record that stretches back 50,000 years from sediment cores obtained from the ocean floor, which indicate long-term patterns in thermohaline circulation, or periodicity. These data reveal how thermohaline circulation in the North Atlantic is correlated to climate events such as ice ages.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 753

Location: Key Terms

Original Text: New Content

Updated Text: added terms accretion and protoplanet

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 753

Location: paragraph 2, column 1

Original Text: New Content

Updated Text: A portion of the cloud collapsed, due to gravity, to form the sun. Here the pressure became so intense that hydrogen atoms fused together, producing energy as some of the hydrogen converted to helium. The remaining matter in the solar nebula formed a rotating, disk-shaped cloud of interstellar dust. This cloud eventually condensed, in a process known as accretion, in which particles are pulled together by gravity to form much larger objects. These separate masses eventually produced the planets.

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**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 753

Location: paragraph 2, column 2

Original Text: New Content

Updated Text: In addition, the solar wind, a stream of charged particles radiating outward from the sun at high speed, blew even more gases away from these protoplanets, or early planets.

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 849

Location: column 1

Original Text: New Content

Updated Text: added term to glossary: accretion the accumulation of particles into a large mass due to the pull of gravity

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 859

Location: column 2

Original Text: New Content

Updated Text: added term to glossary: protoplanet a large object in orbit around a star that will probably form a planet

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 865

Location: column 1

Original Text: New Content

Updated Text: added term to Spanish glossary: acreción acumulación de partículas que forman una gran masa a causa de la atracción de la gravedad

**Component: *Earth Systems, Texas Edition | SE Print***

ISBN: 9798214068589

Current Page Number(s): 878

Location: column 2

Original Text: New Content

Updated Text: added term to Spanish glossary: protoplaneta objeto de gran tamaño que está en órbita alrededor de una estrella y que probablemente formará un planeta

**Component:** *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 755

Location: 23.1 Assessment answer #1

Original Text: New Content

Updated Text: 1. The sun condensed out of a rotating solar nebula first and then the planets formed. Gravity was the force that pulled material together. At first the protoplanets were forming out of a disk of gas and dust. Eventually the gas and dust cleared as material fell onto the planets and the solar wind blew away the rest to far distances in the solar system

## **Publisher: Cengage Learning Inc.**

### **Environmental Systems**

**Program:** *Environmental Science: Sustaining Your World, Texas Edition: TEKS*

**Component:** *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): 42

Location: Question #20.

Original Text: New Content

Updated Text: b. We will never run out of resources. As the economy grows, technology will lead to substitutes and waste reduction.

c. We can shrink our ecological footprints and maintain economic growth at the same time.

**Component:** *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): 58

Location: Under the heading, "Kinetic Energy", first paragraph, third sentence to the end of the paragraph and the second paragraph, first sentence

Original Text: New Content

Updated Text: Thermal energy is another form of kinetic energy. Thermal energy is the total kinetic energy of all the moving atoms, ions, or molecules in a sample of matter. When electrons move through a material, their kinetic energy increases the material's temperature. The faster the motion of the atoms, ions, or molecule that make up the object, the higher the temperature of the object becomes. Temperature is a measure of the thermal energy present in a sample of matter. Thermal energy is transferred as heat in three ways. Convection is energy that is carried by the movement of particles of a liquid or gas between warmer and cooler locations. Conduction transfers energy between molecules that collide in a liquid or that are connected in a solid. Finally, radiation is energy carried directly by electromagnetic waves, called electromagnetic radiation.

**Component:** *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): 59

Proclamation 2024: Report of New Content (10/24/2023)

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Location: 2.3 Assessment, Item #3

Original Text: New Content

Updated Text: 3. Describe Using a pot of water on a stove as an illustration, explain the energy transferred as heat in terms of radiation, convection, and conduction.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 65

Location: Chapter Activity A Materials box

Original Text: New Content

Updated Text: add "Chapter Activity Handout" to end of second column of the materials list

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 65

Location: Chapter Activity A #1

Original Text: New Content

Updated Text: 1. With the bottles lying on their side, cut each one lengthwise, leaving the bottom and opening of the bottle intact. Use the sketch on the handout as a guide.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 65

Location: Chapter Activity Handout

Original Text: New Content

Updated Text: n/a

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 71

Location: first bullet under the heading, "Core Ideas and Skills"

Original Text: New Content

Updated Text: Describe the major spheres that support life on Earth.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 71

Location: between the terms hydrosphere and biosphere under the heading, "Key Terms"

Original Text: New Content

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Updated Text: hydrosphere  
cryosphere  
biosphere

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 71

Location: Figure 3-2 art label added

Original Text: New Content

Updated Text: Cryosphere (frozen water)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 73

Location: Heading "The Hydrosphere"

Original Text: New Content

Updated Text: The Hydrosphere and Cryosphere

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 84

Location: second paragraph, second sentence, left column under the heading "Nutrients Cycle Within and Among Ecosystems"

Original Text: New Content

Updated Text: Such temporary reservoirs, also called sinks, include the atmosphere, the ocean and other bodies of water, underground deposits, and living organisms.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 85

Location: Figure 3-16 caption, second sentence

Original Text: New Content

Updated Text: Water circulates in various physical forms within the atmosphere, geosphere, hydrosphere, cryosphere, and biosphere.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 85

Location: Figure 3-16 color key, bottom left of art

Original Text: New Content

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Updated Text: Natural reservoir (sink)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 87

Location: Under the heading, "The Carbon Cycle", first paragraph, new last sentence

Original Text: New Content

Updated Text: Carbon is the basic building block of all organic compounds required for life. Carbon is found in every cell of your body. It is part of the carbohydrate molecules produced through photosynthesis and eaten or decomposed by consumers. In the carbon cycle (Figure 3-18), a key component is carbon dioxide (CO<sub>2</sub>) gas, which makes up only about 0.04 percent of the volume of the atmosphere and is also dissolved in water. The amount of CO<sub>2</sub> (and water vapor) has a big effect on global temperatures because of the greenhouse effect (Lesson 3.1). Carbon sinks include the atmosphere, ocean, rocks and sediments, and living organisms.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 87

Location: Figure 3-18 color key, bottom left of art

Original Text: New Content

Updated Text: Reservoir (sink)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 88

Location: Figure 3-19 caption

Original Text: New Content

Updated Text: Sinks in the nitrogen cycle include the atmosphere, soils, ocean sediments, and living organisms.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 88

Location: Figure 3-19 color key, bottom left of art

Original Text: New Content

Updated Text: Reservoir (sink)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): 88

Location: Top of left column, first paragraph, first sentence

Original Text: New Content

Updated Text: Over millions of years, the carbon in deeply buried marine deposits of dead plant matter and algae were converted into carbon-containing fossil fuels, which are energy sinks.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 88

Location: Top of left column, first paragraph, last sentence

Original Text: New Content

Updated Text: The high pressure from the weight of overlying sediments and heat released during the decomposition of dead matter formed coal, oil, and natural gas.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 89

Location: Figure 3-20 color key, bottom left of art

Original Text: New Content

Updated Text: Reservoir (sink)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 91

Location: Figure 3-21 color key, bottom left of art

Original Text: New Content

Updated Text: Reservoir (sink)

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 97

Location: Bulleted text under the heading, "3.1 What are Earth's major spheres, and how do they support life?", second sentence

Original Text: New Content

Updated Text: The major planetary spheres are the atmosphere (air), hydrosphere (water), cryosphere (frozen water) geosphere (land), and biosphere (living things).

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 98

Proclamation 2024: Report of New Content (10/24/2023)

Page 1766 of 2091

Location: Under the heading, "Review Key Terms", added new term between key terms consumer and decomposer

Original Text: New Content

Updated Text: consumer  
cryosphere  
decomposer

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 98

Location: Under the heading, "Review Key Concepts", item 13 answer, last sentence

Original Text: New Content

Updated Text: Name and describe the large-scale systems, or spheres, that sustain life on Earth.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 186

Location: last sentence at bottom of left column

Original Text: New Content

Updated Text: These are all examples of water sinks.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 187

Location: checkpoint at bottom of left column

Original Text: New Content

Updated Text: Give examples of standing and flowing bodies of fresh water. Which are examples of sinks?

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 397

Location: Under the heading, "Crude Oil Is an Important Energy Source", first paragraph, added new sentence at the end of the paragraph

Original Text: New Content

Updated Text: Hydrocarbons are compounds of hydrogen and carbon atoms (Lesson 2.2). Crude oil, or petroleum, is a mixture of hydrocarbons and other compounds. It exists as a black, gooey liquid that can burn easily. Crude oil forms over millions of years from the decayed remains of ancient organisms, which become crushed beneath layers of rock and are subjected to intense pressure and heat. Consequently, oil is considered a type of fossil fuel. All fossil fuels are energy sinks, or reservoirs of energy.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

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Current Page Number(s): 407

Location: checkpoint in left column

Original Text: New Content

Updated Text: checkpoint Compared with other fossil fuel energy sinks, what are the environmental problems associated with using coal as an energy source?

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 535

Location: checkpoint at bottom of right column

Original Text: New Content

Updated Text: Distinguish between global warming and ozone depletion in terms of infrared and ultraviolet radiation.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 654

Location: new glossary entry

Original Text: New Content

Updated Text: cryosphere Frozen water part of the Earth system. It includes ice and snow on land, such as continental ice sheets, ice caps, glaciers, and areas of snow and permafrost. It also includes frozen parts of the ocean, rivers, and lakes.

**Component: *Environmental Science | Texas Student Edition***

ISBN: 9798214069432

Current Page Number(s): 669

Location: new glossary entry

Original Text: New Content

Updated Text: n/a

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 42

Location: Question #20 b and #20 c

Original Text: New Content

Updated Text: 20b. Students may say we won't run out of resources because economic growth supports technological advances that will lead to substitutes and waste will be reduced through recycling. Or, we will run out of resources because populations will increase and technology will continue to have planned obsolescence.

20c. Students may say we can shrink our ecological footprints and maintain economic growth at the same time if we use fewer natural resources by recycling materials and cutting waste. Or, we cannot shrink our ecological footprints and



maintain economic growth at the same time because people will not want to give up buying products or replacing electronic products every two years.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 59

Location: answer #3 at bottom of page, left column

Original Text: New Content

Updated Text: The stove flame produces radiation which heats the pan. The pan transfers energy to the water through conduction. The hot water then rises to the top, in the convection process.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 65

Location: Activity Tips

Original Text: New Content

Updated Text: n/a

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 66C

Location: Second row of planning guide chart, first bullet

Original Text: New Content

Updated Text: Describe the major spheres that support life on Earth.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 66C

Location: Second row of planning guide chart, Key Terms

Original Text: New Content

Updated Text: KEY TERMS: atmosphere, biosphere, geosphere, greenhouse effect, hydrosphere, cryosphere, stratosphere, troposphere

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 72

Location: Sentences 2 and 3 under the heading, "Interpret Visuals Earth's Water and Air"

Original Text: New Content

Updated Text: For example, have them compare the amount of oxygen in the atmosphere to other gases, or the kinds of fresh water in the hydrosphere and cryosphere. Find out whether they are surprised by the relative amount of fresh water in the hydrosphere and cryosphere or the amount of carbon dioxide or other gas in the atmosphere.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 73

Location: Last sentence under the heading, "Arts in Science A Spheric Shutdown"

Original Text: New Content

Updated Text: For example, the hydrosphere could be globally polluted with nuclear waste, the cryosphere could totally melt, or the atmosphere could be clouded by volcanic debris.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 73

Location: 3.1 Assessment, item #1

Original Text: New Content

Updated Text: geosphere, atmosphere, biosphere, cryosphere, and hydrosphere

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 187

Location: checkpoint answer at bottom of wrap text

Original Text: New Content

Updated Text: standing bodies: lakes, ponds, and inland wetlands; flowing bodies: streams and rivers; lakes, ponds, and inland wetlands are examples of sinks

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 247

Location: Replaced SE inset page

Original Text: New Content

Updated Text: n/a

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 247

Location: checkpoint answer

Original Text: New Content

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Updated Text: Forests are carbon sinks that absorb and hold carbon from the atmosphere.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 407

Location: checkpoint answer at top of wrap text

Original Text: New Content

Updated Text: checkpoint Compared to other fossil fuel energy sinks, mining for coal degrades the land and causes air and water pollution. Burning coal creates toxic ash and causes air pollution, which harms human health and the environment.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 535

Location: checkpoint answer at middle of wrap text

Original Text: New Content

Updated Text: Greenhouse gases absorb and convert a portion of solar energy as infrared radiation (IR) that warms the lower atmosphere and surface of Earth. Increased greenhouse gases from human activity increase absorption and conversion of IR, which can increase global atmospheric temperatures. The ozone layer is mostly made up of O<sub>3</sub> which interacts with ultraviolet (UV) radiation from the sun to keep 95 percent of these harmful rays from reaching Earth's surface. Ozone depletion reduces this protective effect.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 654

Location: new glossary entry

Original Text: New Content

Updated Text: cryosphere Frozen water part of the Earth system. It includes ice and snow on land, such as continental ice sheets, ice caps, glaciers, and areas of snow and permafrost. It also includes frozen parts of the ocean, rivers, and lakes.

**Component: *Environmental Science | Texas Teacher Edition***

ISBN: 9798214069449

Current Page Number(s): 669

Location: new glossary entry

Original Text: New Content

Updated Text: n/a

**Component: *Environmental Science | Texas Lab Manual Student Edition***

ISBN: 9798214076591

Proclamation 2024: Report of New Content (10/24/2023)

Page 1771 of 2091

Current Page Number(s): 1

Location: Title at top of page

Original Text: New Content

Updated Text: Student Laboratory and Field Safety Handbook

**Component: *Environmental Science | Texas Lab Manual Student Edition***

ISBN: 9798214076591

Current Page Number(s): 1

Location: Last paragraph at the bottom of the right column

Original Text: New Content

Updated Text: [B head] Field Investigation Safety

1. Alert your teacher of any allergies.
2. Wear protective clothing and safety equipment as instructed by your teacher.
3. Maintain an awareness of your surrounding environment.
4. Do not wander from the group or your partner.
5. Do not touch or eat any plant materials.
6. Do not approach any wildlife.
7. Follow your teacher's instructions if any severe weather occurs while in the field.
8. Wash your hands thoroughly with soap and water after completing the field investigation.

**Component: *Environmental Science | Texas Lab Manual Student Edition***

ISBN: 9798214076591

Current Page Number(s): 3

Location: First sentence of Safety Contract statement for student signature

Original Text: New Content

Updated Text: Laboratory and Field Safety Handbook

**Component: *Environmental Science | Texas Lab Manual Student Edition***

ISBN: 9798214076591

Current Page Number(s): 3

Location: inserted as bulleted check box #7

Original Text: New Content

Updated Text: Field Investigation Safety

## **Publisher: Accelerate Learning Inc.**

### **Integrated Physics and Chemistry**

**Program: *STEMscopes Science TX - IPC: TEKS***

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Proclamation 2024: Report of New Content (10/24/2023)

Page 1772 of 2091

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: Materials, Preparation, Explore

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Pair of goggles (per student)

1 Apron (per student)

Safety Precautions

Remind students of the requirement to wear proper clothing and closed-toe shoes on the day of this activity.

Students must wear aprons and goggles while performing this investigation.

Remind students of proper safety practices when performing the investigation including the use of proper eye protection, the wearing of aprons, and the safe handling of chemicals.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: Materials, Preparation, Explore

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Pair of goggles (per student)

1 Apron (per student)

1 Fire extinguisher (per teacher)

1 Pair of gloves (per student)

Safety Precautions

Remind students to wear proper clothing and closed toe shoes on the day of this investigation.

Make sure students wear gloves, an apron, and goggles during this investigation.

Have a fire extinguisher available.

Proclamation 2024: Report of New Content (10/24/2023)

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Remind students to not look directly at the magnesium reaction.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: Materials, Preparation, Explore

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Pair of goggles (per student)

1 Apron (per student)

Safety Precautions

Remind students to wear proper clothing and closed toe shoes on the day of this investigation.

Instruct students to wear aprons and goggles while performing this investigation.

Remind students of the proper safety practices when performing an investigation including wearing proper eye protection and aprons.

Discuss with students the proper behavior around hot plates and the use of tongs.

Remind students of the proper safety practices when performing an investigation including wearing proper eye protection and aprons.

Have students wash their hands.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: Materials, Preparation, Explore

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1 Pair of goggles (per student)

Proclamation 2024: Report of New Content (10/24/2023)

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1 Apron (per student)

Safety Precautions

Remind students of the requirement to wear proper clothing and closed-toe shoes on the day of this activity.

Students must wear aprons and goggles while performing this investigation.

Remind students of proper safety practices when performing the investigation including the use of proper eye protection, wearing aprons, and how to handle hot objects safely using gloves and tongs.

Have students wash their hands and clean up their lab area once all of their solutions have cooled to room temperature.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 5

Location: 1st paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The missing mass is converted into energy thanks to the mass-energy equivalency. Mass-energy equivalency is a special idea in science that says energy and mass are like best friends and can change into each other. This was famously explained by Albert Einstein with his equation,  $E=mc^2$ , which shows how much energy (E) is hidden inside an object with mass (m) and how they can swap places.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: Preparation SectionActivity - Explore Section

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Example text:

Add "Safety Precautions" after preparation section:

Remind students of proper clothing and closed toe shoes the day of this activity. Wear apron and goggles while developing and testing the device.

Proclamation 2024: Report of New Content (10/24/2023)

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Make following additions:

Explore

Step 3: Remind students of proper safety practices when constructing their device, including property eye protection.

Step 9. Remind students to continue to wear their eye protection and aprons while test dropping their devices.

Step 16: Have students wash their hands.

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Refer to page 40-41, updated content using qualitative data

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Refer to pages 75-79, new content on analyzing and critiquing scientific explanations

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Refer to page 45, new content on tools, measurement and observations

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Refer to page 20-22, new content for field investigations

**Component: *STEMscopes Science TX - IPC (Online)***

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): New Content

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Refer to page 27-30, new content for field investigations

## **Publisher: McGraw Hill**

### **Integrated Physics and Chemistry**

**Program: *McGraw Hill Texas Integrated Physics and Chemistry: TEKS***

**Component: *McGraw Hill Texas Integrated Physics and Chemistry Digital Suite***

ISBN: 9781265773281

Current Page Number(s): N/A

Location: LAB: Free-Fall Acceleration

Original Text: New Content

Updated Text: [Whole lab, LAB: Free-Fall Acceleration]

# Publisher: Myriad Sensors, Inc.

## Integrated Physics and Chemistry

**Program: *Conceptual Academy Integrated Physics and Chemistry: TEKS***

**Component: *Conceptual Academy Integrated Physics and Chemistry (Texas Edition)***

ISBN: 9781961087033

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Writing activity on impact of past research in the context of cost-benefit analysis

**Component: *Conceptual Academy Integrated Physics and Chemistry (Texas Edition)***

ISBN: 9781961087033

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New lesson investigating velocity using graphs

# Publisher: SASC, LLC dba Activate Learning

## Integrated Physics and Chemistry

**Program: *Integrated Physics and Chemistry : TEKS***

**Component: *Intergrated Physics and Chemistry Teacher Edition***

ISBN: 9781682316917

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg 695 PDF pg 739

Location: Last paragraph in the right-hand column at the end of the page

Link to Updated Content:

[View Updated Content](#)

Original Text: Finally, Rutherford discovered that the atom must contain a very dense positive nucleus, and through his experimentation, the atom model went through yet another change. He decided that electrons reside outside of the nucleus, but he was not sure what they were doing. Somehow, he knew, these electrons are attracted to the positive protons within the nucleus.

Updated Text: Pg 695, PDF pg 739 - New additional paragraph after the last paragraph in the right-hand column

Proclamation 2024: Report of New Content (10/24/2023)

Page 1778 of 2091

Finally, Rutherford discovered that the atom must contain a very dense positive nucleus and through his experimentation, the atom model went through yet another change. He decided that electrons reside outside of the nucleus, but he was not sure what they were doing. Somehow, he knew, these electrons are attracted to the positive protons within the nucleus.

**A hypothesis is defined as a tentative explanation or an educated guess based on some observations. A Theory is defined as a well, substantiated explanation, a logical explanation of an observation. A Law describes how nature will behave, usually a math equation, what really happens in nature.**

**Component: *Integrated Physics and Chemistry Teacher Edition***

ISBN: 9781682316917

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg 698, PDF pg 742

Location: Pg 698, PDF pg 742 Left-hand column - titled "Checking Up" Questions 1 - 3.

Link to Updated Content:

[View Updated Content](#)

Original Text: Checking Up

1. An electron is a subatomic particle of the atom with a negative charge and is located outside of the nucleus.
2. Rutherford was surprised because he was using Thomson's model and he expected the alpha particles to be deflected only when they came near a proton.
3. The nucleus of the atom was known to be very dense and have a positive charge due to the presence of protons. The nucleus was also discovered to contain most of the mass of the atom.

Updated Text: pg 698 PDF pg 742. 2 additional questions were added (4 and 5 ) in the Left-hand column under "Checking Up"

Checking Up

1. An electron is a subatomic particle of the atom with a negative charge and is located outside of the nucleus.
2. Rutherford was surprised because he was using Thomson's model and he expected the alpha particles to be deflected only when they came near a proton.
3. The nucleus of the atom was known to be very dense and have a positive charge due to the presence of protons. The nucleus was also discovered to contain most of the mass of the atom.
- 4. NO, theories never become laws because laws form the body of evidence upon which we base theories**
- 5. There could be new or different pieces of evidence or new perspectives to consider that would negate a theory.**

**Component: *Integrated Physics and Chemistry Teacher Edition***

ISBN: 9781682316917

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg 829, PDF pg 873

Proclamation 2024: Report of New Content (10/24/2023)

Page 1779 of 2091

Location: pg 829, PDF pg 873. #2 a. in the last section in left-hand column and beginning of right-hand column of SE thumbnail

Link to Updated Content:

[View Updated Content](#)

Original Text: pg 829, PDF pg 873. #2 a. in the last section in left-hand column and beginning of right-hand column of SE thumbnail - this was added in TE and SE as the second paragraph.

2. The hallmark feature of wave motion is interference. When waves pass by each other, in some locations there are conditions where there is no motion of the medium, whatsoever. In the diagram, source 1 and source 2 interfere with each other and in some locations the waves cancel each other out. If these waves were in water, water waves + water waves would create still water. source 1 source 2 If sound were a wave, it would mean that sound + sound could equal silence. If light were a wave, it would mean that light + light could create dark. Demonstrating interference is definitive evidence of wave phenomena.

a) For the water waves shown above, the blue circles represent the crests of waves and the red circles represent the troughs of waves. Whenever a crest and a trough meet, the waves cancel. In your log, indicate where the waves would cancel to produce still water.

Updated Text: pg 829, PDF pg 873. #2 a. in the last section in left-hand column and beginning of right-hand column of SE thumbnail - this was added in TE and SE as the second paragraph.

2. The hallmark feature of wave motion is interference. When waves pass by each other, in some locations there are conditions where there is no motion of the medium, whatsoever. In the diagram, source 1 and source 2 interfere with each other and in some locations the waves cancel each other out. If these waves were in water, water waves + water waves would create still water. source 1 source 2 If sound were a wave, it would mean that sound + sound could equal silence. If light were a wave, it would mean that light + light could create dark. Demonstrating interference is definitive evidence of wave phenomena.

a) For the water waves shown above, the blue circles represent the crests of waves and the red circles represent the troughs of waves. Whenever a crest and a trough meet, the waves cancel. In your log, indicate where the waves would cancel to produce still water.

**Mufflers help silence sound waves several ways. They help convert sound energy into heat and dissipate the energy that way. Also they use the principles of destructive interference to bounce sound off of baffles to make the sound waves interact in a destructive interference pattern and help mitigate the noise created by the internal combustion engine. Noise-cancelling headphones work by using the interference of sound waves in a destructive manner. A microphone in each earbud picks up all the outside noise and then the interior of the earbud emits the same frequency, but out of phase, with the incoming noise. This use of destructive interference helps cancel out most of the noise.**

**Component: *Integrated Physics and Chemistry Teacher Edition***

ISBN: 9781682316917

Link to Current Content:

[View Current Content](#)

Current Page Number(s): new addition at the end of page 889

Location: Pg 840 - thumbnail page of SE **inserted** in TE Prior to Physics to Go along with instructions for the teacher regarding Physics Connections to Other Sciences in the left-hand column

Link to Updated Content:

[View Updated Content](#)

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## Physics to Go

1. Particles can hit an object at a specific location while waves are spread out. When shot toward two slits, particles go through one slit or the other, while waves go through both slits. Waves can diffract and interfere, while particles do not.
2. No, this will not work. As the slit gets thinner, there is greater diffraction and the beam will spread out.
3. Einstein's explanation of the photoelectric effect showed that light can behave as a particle. In particular, the photoelectric effect makes sense only in terms of a collision between an electron and a particle of light.
4. This is a good opportunity for students to apply their understanding to everyday phenomena. The baseball has a defined path. It moves left and it moves right. From its past behavior, you have a good chance of knowing where it will be. The electron in a box is restricted in certain ways. This restricts its energy and the probability of where it will be found. The wavelength of the baseball moving at 30 m/s would be given by  $\lambda = h/mv = (6.6 \times 10^{-34} \text{ J}\cdot\text{s}) / (0.145 \text{ kg})(30 \text{ m/s}) = 1.5 \times 10^{-34} \text{ m}$
5. Using  $KE = E - w$  electron light  $\phi$  and substituting in the energy of the photon and the work function gives  $10 \text{ eV} - 4.2 \text{ eV} = 5.8 \text{ eV}$

Updated Text: page 840 PDF pg 884

Here are some examples of how the concepts you studied in this chapter relate to other sciences. ( unable to paste images into this document)

### Waves

**Biology** Nerve cells transmit messages from the brain to the muscles through waves of electrical impulses. These electrical waves are associated with the motion of positive and negative ions into and out of the nerve cells.

**Chemistry** Light waves can transmit energy that is absorbed by molecules. Similarly, molecules can emit energy in the form of light waves.

**Earth Science** Water waves play an important role in shaping land masses. Like all waves, water waves carry energy. This energy can be used to break up rocks, move sand around, and redefine the contours of beaches and inlets.

**Vibrating Strings** Biology Vocal cords are similar to vibrating strings. Since the length remains the same, tightening the vocal cords increases the wave speed in the cords and the frequency of vibration increases.

**Chemistry** Polymers are long-chain molecules found in rubber and plastics that can vibrate like strings. By studying those vibrations, chemists can determine the composition and structure of the polymers.

**Earth Science** Standing waves similar to those set up in vibrating strings can occur in the ground when the soil is saturated with water during an earthquake. This phenomenon increases the destructive power of the earthquake.

### Refraction

**Biology** Cells are somewhat transparent to light. By observing light as it refracts through cells, biologists can learn about cell structure.

**Chemistry** Different combinations of a set of elements, such as FeO, Fe<sub>2</sub>O<sub>3</sub>, and FeO<sub>2</sub>, refract light differently. Chemists can use this refraction pattern to determine the particular elemental combination in a sample.

**Earth Science** The refraction of light passing through Earth's atmosphere during a lunar eclipse allows some light to pass into the shadow of Earth on the Moon. This light, which is predominantly in the red region, gives rise to the "blood moon" phenomenon.

### Lenses

Biology Eyes are equipped with variable focal length lenses that allow us to form clear images of objects by adjusting the focus.

Chemistry Lenses made of material other than glass allow focusing of images from non-visible spectral lines to assist in compound identification.

Earth Science Telescopes have lenses that magnify images of the planets. The gravitational lens effect of distant galaxies helps determine their mass.

### **Mirrors and Reflection**

Biology Tigers and other animals can hunt successfully at night due to a reflective layer of cells inside their eyes. This layer allows light a second chance to interact with the light detecting cells of the eye, improving night vision. Such animals can often be spotted at night due to the reflection of light from their eyes.

Chemistry Chemists analyze the structure of organic compounds using infrared spectrophotometers. These instruments use a light source, a series of mirrors, and a light detector to determine the functional groups in a compound. Earth Science We see the Moon because sunlight is reflected by the Moon. Similarly, when astronauts are in space, they see Earth only because it is reflecting sunlight.

### **Color**

Biology Color plays an important role in nature. Birds and insects may be attracted to a plant by its color, and thus aid in pollination. The colors of some animals can provide camouflage, making it more difficult for predators or prey to spot them, or color can serve as an attraction to mates.

Chemistry Many substances change color as a reaction to chemical environment. Substances used to measure pH change color as a reaction to the pH content of a given solution. Other substances change color depending on their valence state.

Earth Science The color of the minerals in a rock is an important indicator in rock identification. Rocks are scraped across porcelain plates and the streaks that are left are analyzed for their color.

### **Component: *Integrated Physics and Chemistry Student Edition***

ISBN: 9781682316900

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): pg 328, PDF 372

Location: pg 328, PDF 372 in checking up section - L- hand column

Link to Updated Content:  
[View Updated Content](#)

Original Text: Checking Up

1. What is an electron?
2. Why was Rutherford surprised that some alpha particles bounced back from the gold foil?
3. What is the nucleus of an atom?

Updated Text: pg 328, PDF pg 368 in checking up section - L- hand columnChecking Up

Proclamation 2024: Report of New Content (10/24/2023)

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1. What is an electron?
2. Why was Rutherford surprised that some alpha particles bounced back from the gold foil?
3. What is the nucleus of an atom?
4. Does a theory always turn into a law?
5. Why or how could a theory be changed?

**Component: *Integrated Physics and Chemistry Student Edition***

ISBN: 9781682316900

Link to Current Content:

[View Current Content](#)

Location: pg 391, PDF 436 - after 2.a) in right-hand column

Link to Updated Content:

[View Updated Content](#)

Original Text:

**2.** The hallmark feature of wave motion is interference. When waves pass by each other, in some locations there are conditions where there is no motion of the medium, whatsoever. In the diagram, source 1 and source 2 interfere with each other and in some locations the waves cancel each other out. If these waves were in water, water waves + water waves would create still water. source 1 source 2 If sound were a wave, it would mean that sound + sound could equal silence. If light were a wave, it would mean that light + light could create dark. Demonstrating interference is definitive evidence of wave phenomena.

a) For the water waves shown above, the blue circles represent the crests of waves and the red circles represent the troughs of waves. Whenever a crest and a trough meet, the waves cancel. In your log, indicate where the waves would cancel to produce still water.

Updated Text: g 391-392 PDF 431 - after 2.a) in right-hand column

**2.** The hallmark feature of wave motion is interference. When waves pass by each other, in some locations there are conditions where there is no motion of the medium, whatsoever. In the diagram, source 1 and source 2 interfere with each other and in some locations the waves cancel each other out. If these waves were in water, water waves + water waves would create still water. source 1 source 2 If sound were a wave, it would mean that sound + sound could equal silence. If light were a wave, it would mean that light + light could create dark. Demonstrating interference is definitive evidence of wave phenomena.

a) For the water waves shown above, the blue circles represent the crests of waves and the red circles represent the troughs of waves. Whenever a crest and a trough meet, the waves cancel. In your log, indicate where the waves would cancel to produce still water.

**Concerning technology, when 2 waves of the same frequency and phase come together, the result is called constructive interference which can increase the frequency of amplitude of a wave. If two waves interact out of phase**

with each other, they can cancel out and decrease the frequency or amplitude of a wave. This is known as destructive interference. Two great examples of destructive interference are mufflers on vehicles and noise-cancelling headphones.

Mufflers help lower the amplitude of sound coming out of the back of your vehicle. A set of baffles in the muffler are set a certain distance apart so that sound waves in between them bounce off each other out of phase and the amplitude is lessened. In noise-cancelling headphones, microphones in the earbuds monitor the sound around you as you are listening to music. These microphones listen to the outside noise and specific frequencies and then emit the opposite, out of phase sound, that helps cancel out the sounds when they collide. This reduces the outside noise that you hear so you can hear your music easier.

**Component:** *Integrated Physics and Chemistry Student Edition*

ISBN: 9781682316900

Link to Current Content:

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Location: addition on pg 402 , PDF pg 446

Link to Updated Content:

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Original Text: no text after 10 d

**10.** A certain metal has a work function of 1.8 eV, and the wavelength of its

d) Suppose you do the experiment with light at 690 nm, but with an energy delivery rate of  $18 \text{ eV s}^{-1}$ . If an electron is emitted in a millionth of a second, what does this mean for the “energy-soaking model” of *Step 11.a*)?

Updated Text: new text added to top of pg 402, PDF pg 442

### **Connections to Other Sciences**

( unable to post images in this format)

Here are some examples of how the concepts you studied in this chapter relate to other sciences.

#### **Waves**

**Biology** Nerve cells transmit messages from the brain to the muscles through waves of electrical impulses. These electrical waves are associated with the motion of positive and negative ions into and out of the nerve cells.

**Chemistry** Light waves can transmit energy that is absorbed by molecules. Similarly, molecules can emit energy in the form of light waves.

**Earth Science** Water waves play an important role in shaping land masses. Like all waves, water waves carry energy. This energy can be used to break up rocks, move sand around, and redefine the contours of beaches and inlets.

#### **Vibrating Strings**

**Biology** Vocal cords are similar to vibrating strings. Since the length remains the same, tightening the vocal cords increases the wave speed in the cords and the frequency of vibration increases.

**Chemistry** Polymers are long-chain molecules found in rubber and plastics that can vibrate like strings. By studying those vibrations, chemists can determine the composition and structure of the polymers.

**Earth Science** Standing waves similar to those set up in vibrating strings can occur in the ground when the soil is saturated with water during an earthquake. This phenomenon increases the destructive power of the earthquake.

#### **Refraction**

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Biology Cells are somewhat transparent to light. By observing light as it refracts through cells, biologists can learn about cell structure.

Chemistry Different combinations of a set of elements, such as FeO, Fe<sub>2</sub>O<sub>3</sub>, and FeO<sub>2</sub>, refract light differently. Chemists can use this refraction pattern to determine the particular elemental combination in a sample.

Earth Science The refraction of light passing through Earth's atmosphere during a lunar eclipse allows some light to pass into the shadow of Earth on the Moon. This light, which is predominantly in the red region, gives rise to the "blood moon" phenomenon. Lenses

Biology Eyes are equipped with variable focal length lenses that allow us to form clear images of objects by adjusting the focus.

Chemistry Lenses made of material other than glass allow focusing of images from non-visible spectral lines to assist in compound identification.

Earth Science Telescopes have lenses that magnify images of the planets. The gravitational lens effect of distant galaxies helps determine their mass.

### **Mirrors and Reflection**

Biology Tigers and other animals can hunt successfully at night due to a reflective layer of cells inside their eyes. This layer allows light a second chance to interact with the light detecting cells of the eye, improving night vision. Such animals can often be spotted at night due to the reflection of light from their eyes.

Chemistry Chemists analyze the structure of organic compounds using infrared spectrophotometers. These instruments use a light source, a series of mirrors, and a light detector to determine the functional groups in a compound.

Earth Science We see the Moon because sunlight is reflected by the Moon. Similarly, when astronauts are in space, they see Earth only because it is reflecting sunlight.

### **Color**

Biology Color plays an important role in nature. Birds and insects may be attracted to a plant by its color, and thus aid in pollination. The colors of some animals can provide camouflage, making it more difficult for predators or prey to spot them, or color can serve as an attraction to mates.

Chemistry Many substances change color as a reaction to chemical environment. Substances used to measure pH change color as a reaction to the pH content of a given solution. Other substances change color depending on their valence state.

Earth Science The color of the minerals in a rock is an important indicator in rock identification. Rocks are scraped across porcelain plates and the streaks that are left are analyzed for their color.

## **Publisher: Summit K12 Holdings**

### **Integrated Physics and Chemistry**

**Program: *Dynamic Integrated Physics and Chemistry: TEKS***

**Component: *Dynamic Integrated Physics and Chemistry***

ISBN: 9781433407093

Location: Lesson 1.2 Acceleration Study Notes

Original Text: NA

Updated Text: On page 1, a new graph and data table were added to show graphing acceleration.

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# Integrated Physics and Chemistry

## Program: *Dynamic Integrated Physics and Chemistry: ELPS*

### Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson 1.3; Lesson Slides 9-10 and 13-14

Original Text: New Content

Updated Text: "Relationships exist between force, acceleration, and mass. Let's investigate those relations using graphs. What relationships do you notice?" "Relationships exist between net force, acceleration, and mass. Let's investigate those relations using force diagrams. Calculate the net force and then acceleration with this force diagram." Which force diagram represents the highest acceleration? Draw a force diagram showing a 100 kg mass with a net force of 10 N to the left. Trade with your neighbor and check each other's diagram."

### Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide 1.3; Activity Net Force Practice Questions 4-11

Original Text: New Content

Updated Text: Eight new questions were added to this activity. They include models of force diagrams and ask students to determine the acceleration, the mass, and the left force and to compare the models to determine the lowest acceleration, the largest left force, and the one with no acceleration.

### Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Study Guide 1.3; Apply Section, Part A, Question 5 and 6

Original Text: New Content

Updated Text: Q5 Which acceleration - mass graph correctly represents the relationship between these variables? Q6 Which acceleration - mass graph is correct for the data in the table below?

### Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson 1.1 Lesson Slides 26-27

Original Text: New Content

Updated Text: Slides added with graph that includes velocity. "Using the table, investigate how the change in position affects velocity of a toy car." "A student programs a toy robot to walk around the room. The data in the table describes the robot's motion. Analyze the velocity of the robot."

### Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide 1.2; Lesson Slides 8-14

Original Text: New Content

Updated Text: An explanation for how a data table can be used to investigate acceleration and how to plot data in a graph showing acceleration. One new slide helps students analyze the motion of a toy robot. A narrative was added to guide students through the data table analysis.

**Component: *Dynamic Integrated Physics and Chemistry***

ISBN: 9781433407093

Location: Lesson Guide 1.1; Activity 10-Meter Course, Teacher Notes pgs 1-2

Original Text: New Content

Updated Text: In this demonstration, students will learn to use tables to investigate, analyze, and model motion in terms of velocity, position, and time. They will investigate velocity by collecting data from students walking a 10-meter course. Then, lead students through investigating and analyzing velocity using data tables.' Steps 4, 8 and 9 gave more explicit instructions to provide teachers with more opportunities to teach the concepts of velocity, position, and time.

**Component: *Dynamic Integrated Physics and Chemistry***

ISBN: 9781433407093

Location: Lesson Guide 1.2; Activity - Graph Comparison Key Position Time Graph, p1.

Original Text: New Content

Updated Text: In this activity you will practice investigating, analyzing, and model position, velocity, and acceleration graphs using tables. Create a table from the data in each graph. When your table is complete, check your answers with a partner. When both of you agree on the answers, check your answers with your teacher. Your teacher will then explain to your group common misconceptions and errors. "In at least six sentences, explain what is occurring in your graph and data tables." A new data table is also provided.

**Component: *Dynamic Integrated Physics and Chemistry***

ISBN: 9781433407093

Location: Lesson 1.1 Velocity Study Notes

Original Text: New Content

Updated Text: On page 3, a new graph and data table were added to show graphing velocity.

## **Publisher: TPS Publishing**

### **Integrated Physics and Chemistry**

**Program: *STEAM into Integrated Physics and Chemistry - High School Edition: TEKS***

**Component: *Student Textbook - Integrated Physics and Chemistry***

ISBN: 9.78E+12

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): Page 163

Location: Bottom pf page

Original Text: New Content

Updated Text: Add new Task 7 as follows;

The teacher should review the importance of data tables with the students, and how they can be used to analyze, model

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and investigate motion. Slides 14-20 contain a range of activities in which students model, analyze, and investigate motion using tables to consolidate the information learned in today's lesson. These tables focus on time, position, distance, velocity and acceleration.

These activities also contain a number of suggested investigations that can be used to collect data on motion, although the teacher may direct students to alternative investigations.

## **Publisher: Accelerate Learning Inc.**

### **Physics**

#### **Program: *STEMscopes Science TX - Physics: TEKS***

##### **Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

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Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: Refer to highlighted text in pdf pgs 6-9,12

##### **Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: entire document

##### **Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: entire document

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**Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

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Original Text: New Content

Updated Text: entire document

**Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Link to Current Content:

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Current Page Number(s): 11

Location: q6

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Describe how past research on photoelectric has impacted scientific thought and methodologies used in the field of science today. T

**Component: *STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

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Original Text: New Content

Updated Text: entire document

## **Publisher: Kiddom**

### **Physics**

**Program: *OpenStax Physics powered by Kiddom - Online and Print: TEKS***

**Component: *OpenStax Physics powered by Kiddom - Online and Prin***

ISBN: 9781960634573

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Location: Re-Review: New content at #1 and #2 in Google doc.

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Original Text: new content

Updated Text: Re-Review: New content at #1 and #2 in Google doc.

**Component: *OpenStax Physics powered by Kiddom - Online and Print***

ISBN: 9781960634573

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Updated Text: Re-Review: New content at #1 in Google doc. [https://docs.google.com/document/d/1h\\_Jas6mP8yo8LsuJVQfw5k4WPS6PfBfKjqEhz8f3j9Y/edit#bookmark=id.dr5gn7bhacx3](https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfBfKjqEhz8f3j9Y/edit#bookmark=id.dr5gn7bhacx3)

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Location: Re-Review 8.1 Teacher Support: After students answer Critical Thinking questions in the Chapter Review, have them discuss their solutions with the class.

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Updated Text: Re-Review 8.1 Teacher Support: After students answer Critical Thinking questions in the Chapter Review, have them discuss their solutions with the class.

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Location: Re-Review 8.2 Teacher Support: After students answer Critical Thinking questions in the Chapter Review, have them discuss their solutions with the

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Location: Re-Review 8.3 Teacher Support: After students answer Critical Thinking questions and the Performance Task in the Chapter Review, have them discuss their solutions with the

class. . [https://docs.google.com/document/d/1h\\_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.1lt2fanduoga](https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.1lt2fanduoga)

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Updated Text: Re-Review 8.3 Teacher Support: After students answer Critical Thinking questions and the Performance Task in the Chapter Review, have them discuss their solutions with the class. . [https://docs.google.com/document/d/1h\\_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.1t2fanduoga](https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.1t2fanduoga)

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## Physics

### Program: *OpenStax Physics powered by Kiddom - Online and Print: ELPS*

**Component: *OpenStax Physics powered by Kiddom - Online and Print***

ISBN: 9781960634573

Link to Current Content:

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Current Page Number(s): online

Location: Please include the following as evidence found in the Physics course Preface. The preface includes a coverage, scope and pacing guide for the year-long physics course. The following is a direct quote, "Physics covers the scope and sequence requirements of a typical one-year physics course. The text provides comprehensive coverage of physical concepts, quantitative examples and skills, and interesting applications. High School Physics has been designed to meet and exceed the requirements of the relevant Texas Essential Knowledge and Skills (TEKS), while allowing significant flexibility for instructors." The preface also includes required time for each chapter, example, "Chapter 1: What Is

Physics? (7 days)

Chapter 2: Motion in One Dimension. (9 days)

Chapter 3: Acceleration. (5 days)

Chapter 4: Forces and Newton's Laws of Motion. (9 days)..." , etc.

Since this evidence shows scheduling considerations and time requirements, the score should be changed from did not meet to met

Link to Updated Content:

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Original Text: Please include the following as evidence found in the Physics course Preface. The preface includes a coverage, scope and pacing guide for the year-long physics course. The following is a direct quote, "Physics covers the scope and sequence requirements of a typical one-year physics course. The text provides comprehensive coverage of physical concepts, quantitative examples and skills, and interesting applications. High School Physics has been designed to meet and exceed the requirements of the relevant Texas Essential Knowledge and Skills (TEKS), while allowing significant flexibility for instructors." The preface also includes required time for each chapter, example, "Chapter 1: What Is Physics? (7 days)

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Since this evidence shows scheduling considerations and time requirements, the score should be changed from did not meet to met

Updated Text: Please include the following as evidence found in the Physics course Preface. The preface includes a coverage, scope and pacing guide for the year-long physics course. The following is a direct quote, "Physics covers the

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scope and sequence requirements of a typical one-year physics course. The text provides comprehensive coverage of physical concepts, quantitative examples and skills, and interesting applications. High School Physics has been designed to meet and exceed the requirements of the relevant Texas Essential Knowledge and Skills (TEKS), while allowing significant flexibility for instructors." The preface also includes required time for each chapter, example, "Chapter 1: What Is Physics? (7 days)

Chapter 2: Motion in One Dimension. (9 days)

Chapter 3: Acceleration. (5 days)

Chapter 4: Forces and Newton's Laws of Motion. (9 days)..." , etc.

Since this evidence shows scheduling considerations and time requirements, the score should be changed from did not meet to met

**Component: *OpenStax Physics powered by Kiddom - Online and Print***

ISBN: 9781960634573

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Current Page Number(s): online

Location: The materials include chapter subsections for each unit that provide a developmental progression of content and skills through activities that introduce key terms and content culminating in critical thinking exercises. For example, "Chapter 2 progresses from 2.1 Early Ideas in Atomic Theory, to 2.2 Evolution of Atomic Theory, 2.3 Atomic Structure and Symbolism ..."

Since this evidence shows how the chapters are strategically sequenced to allow for developmental progression, indicator 8.3.2 should be changed to "partially met".

Link to Updated Content:

[View Updated Content](#)

Original Text: The materials include chapter subsections for each unit that provide a developmental progression of content and skills through activities that introduce key terms and content culminating in critical thinking exercises. For example, "Chapter 2 progresses from 2.1 Early Ideas in Atomic Theory, to 2.2 Evolution of Atomic Theory, 2.3 Atomic Structure and Symbolism ..."

Since this evidence shows how the chapters are strategically sequenced to allow for developmental progression, indicator 8.3.2 should be changed to "partially met".

Updated Text: The materials include chapter subsections for each unit that provide a developmental progression of content and skills through activities that introduce key terms and content culminating in critical thinking exercises. For example, "Chapter 2 progresses from 2.1 Early Ideas in Atomic Theory, to 2.2 Evolution of Atomic Theory, 2.3 Atomic Structure and Symbolism ..."

Since this evidence shows how the chapters are strategically sequenced to allow for developmental progression, indicator 8.3.2 should be changed to "partially met".

**Component: *OpenStax Physics powered by Kiddom - Online and Print***

ISBN: 9781960634573

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Location: OMISSION: Please include the following as evidence found in the Physics course Preface. "Links to Physics: Highlight connections of physics to other disciplines." The Openstax Physics Preface provides highlights throughout each unit that explain the connection between Physics concepts and other disciplines.

Link to Updated Content:

[View Updated Content](#)

Original Text: OMISSION: Please include the following as evidence found in the Physics course Preface. "Links to Physics: Highlight connections of physics to other disciplines." The Openstax Physics Preface provides highlights throughout each unit that explain the connection between Physics concepts and other disciplines.

Updated Text: OMISSION: Please include the following as evidence found in the Physics course Preface. "Links to Physics: Highlight connections of physics to other disciplines." The Openstax Physics Preface provides highlights throughout each unit that explain the connection between Physics concepts and other disciplines.

Since this evidence shows cross-content connections made throughout the course, the score should be changed from PM to M.

**Component: *OpenStax Physics powered by Kiddom - Online and Print***

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Current Page Number(s): online

Location: "Links To Physics

Math: Problem-Solving Strategy for Newton's Laws of Motion

The basics of problem solving, presented earlier in this text, are followed here with specific strategies for applying Newton's laws of motion. These techniques also reinforce concepts that are useful in many other areas of physics."

Since this evidence shows cross-content connections made throughout the course, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: "Links To Physics

Math: Problem-Solving Strategy for Newton's Laws of Motion

The basics of problem solving, presented earlier in this text, are followed here with specific strategies for applying Newton's laws of motion. These techniques also reinforce concepts that are useful in many other areas of physics."

Since this evidence shows cross-content connections made throughout the course, the score should be changed from PM to M.

Updated Text: "Links To Physics

Proclamation 2024: Report of New Content (10/24/2023)

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Math: Problem-Solving Strategy for Newton's Laws of Motion

The basics of problem solving, presented earlier in this text, are followed here with specific strategies for applying Newton's laws of motion. These techniques also reinforce concepts that are useful in many other areas of physics."

Since this evidence shows cross-content connections made throughout the course, the score should be changed from PM to M.

## Publisher: McGraw Hill

### Physics

#### Program: *McGraw Hill Texas Physics: TEKS*

**Component: *McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 42

Location: After Paragraph 3

Original Text: New Content

Updated Text: If the runner's motion were in multiple directions, you would need to add the lengths of each segment of the run:  $d_{total} = d_1 + d_2 + d_3 + \dots$

For example, if the runner ran 100 m north, 20 m east, and then 200 m south, her total distance would be  $d_{total} = 100 \text{ m} + 20 \text{ m} + 200 \text{ m} = 320 \text{ m}$ .

**Component: *McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 60

Location: After Paragraph 2

Original Text: New Content

Updated Text: [plain text] You can also determine the average speed of an object using the following equation:  
 $\text{speed} = \frac{\text{distance}}{\text{time}}$  [center equation; stack fraction]

**Component: *McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 28

Location: After "Page 11 Ask Yourself" question and answer

Original Text: New Content

Updated Text: Page 11 Ask Yourself Which is warmer, 25°F or 25°C? 25°F

**Component: *McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1289

Location: Topic: The Strong Nuclear Force

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: [head]Topic: The Strong Nuclear Force

A helium-4 nucleus has two protons and two neutrons. Describe the forces between these particles. The strong force acts as an attractive force between each pair of particles and keeps the nucleus from breaking apart. The two protons also exert a repulsive electric force on each other. This electric force is smaller than the strong force, so the nucleons remain together.

[head]Topic: Mass Defect and Binding Energy

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Assessment Administration Guide

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Scoring Rubric\_HS

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: CER Rubric

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

Proclamation 2024: Report of New Content (10/24/2023)

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[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: Communicating with Caregivers

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: LETTER TO HOME Physics Program Overview

**Component: McGraw Hill Texas Physics Student Edition**

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

## **Publisher: Myriad Sensors, Inc.**

### **Physics**

**Program: Conceptual Academy Physics (Texas Edition): TEKS**

**Component: Conceptual Academy Physics (Texas Edition)**

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The Phosphogypsum Dilemma

**Component: Conceptual Academy Physics (Texas Edition)**

ISBN: 9781961087026

Location: n/a

Proclamation 2024: Report of New Content (10/24/2023)

Page 1799 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: A new energy activity relating to roller coasters

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Goals, Concepts, and Process (with TEKS) added to Teacher's Corner of each of the 25 Hands-on Activities

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Concept Inventory and Instructor Guide

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Learning Objectives and Possible Misconceptions

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Concept Connection (Card 7)



**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Article on Scaffolding

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Curriculum map

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Vertical alignment grid

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: History of Physics: More to Explore

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

Original Text: New Content

Updated Text: Physics Word Window

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Physics Word Window Teachers Guide

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Physics Word Window (Spanish)

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Instructor Guide to Student Performance Data

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assessment Guide for the instructor.

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Teacher Guide on Learning and Assessment Accommodations for this program:

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Learner and assessment accommodations added to activity guide

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New activity on impulse and bouncing

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New sensor activity working with magnets

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New sensor activity on energy and momentum conservation

Proclamation 2024: Report of New Content (10/24/2023)

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**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New sensor activity on gravitational interactions

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New sensor activity with slinky and induction

**Component: *Conceptual Academy Physics (Texas Edition)***

ISBN: 9781961087026

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New sensor activity regarding digital signals

## **Publisher: Savvas Learning**

### **Physics**

**Program: *Texas Experience Physics (Print with digital): TEKS***

**Component: *Physics Student Handbook***

ISBN: 9781418358860

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 229

Location: Investigation 5 Assessment (adding new Question 75 for TEKS 4.B.ii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A - adding new question

Proclamation 2024: Report of New Content (10/24/2023)

Page 1804 of 2091

Updated Text: 75. SEP Use a Cost-Benefit Analysis In a small group, relate the impact of past research on scientific thought, including cost-benefit analysis, of battery technology. Past research may include the work of Galvani and Volta on the original development of the battery cell, the development of modern lithium-ion batteries, or the development of rechargeable batteries.

**Component: *Physics Student Handbook***

ISBN: 9781418358860

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 355

Location: Investigation 8 Assessment, Question 50 (revising for TEKS 6.E.ii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 50. THEME Matter and Energy Imagine that you are listening to music from a portable speaker in your home that is plugged into an electrical outlet, and imagine that a coal-powered plant supplies your electricity. Describe the many energy transformations that occurred for you to be able to listen to the music.

Updated Text: 50. SEP Use Mathematics Resistors R1 and R2 are connected in parallel to a 6-volt battery to form a parallel circuit. If R1 has a resistance of 6 ohms, and R2 has a resistance of 12 ohms, calculate the current through these two electric circuit elements connected in parallel, using Ohm's law.

**Component: *Physics Student Handbook***

ISBN: 9781418358860

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 443

Location: Investigation 10 Assessment, Question 55 (revising for TEKS 4.B.ii new citation #2 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 55. Describe and Compare Go online to find the emission spectrum of hydrogen and lithium. Describe each spectrum and, using your understanding of photons, explain why they are different.

Updated Text: 55. SEP Use a Cost-Benefit Analysis In a small group, relate the impact of past research on scientific thought, including cost-benefit analysis, of space telescope technology. Past research may include the development of the Hubble Space Telescope and the development of the James Webb Space Telescope.

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: Investigation 8, Experience 2, Inquiry Lab (adding new question 7 after current content for TEKS 6.E.ii new citation #2 approved by SRP)

Proclamation 2024: Report of New Content (10/24/2023)

Page 1805 of 2091

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A - adding new content

Updated Text: 7. SEP Use Mathematics A student sets up a parallel circuit in the following way: Resistors R1, R2, and R3 are connected in parallel to a 12-volt battery. If R1 has a resistance of 6 ohms, and R2 has a resistance of 12 ohms, and R3 has a resistance of 4 ohms, calculate the current through these three electric circuit elements connected in parallel, using Ohm's law.

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Investigation 8 Answer Key for Student Handbook, Answer 50 (revising answer for TEKS 6.E.ii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 50. THEME Matter and Energy Sample answer: Burning coal heats up water in a boiler that produces steam. The energy of the steam spins the blades of a turbine, which is then used to power a generator, converting mechanical energy to electrical energy. The generated electricity begins its journey to households through the transmission system. It is made available at a safe rate in the outlets of the house, where an electronic device, such as a music player, is plugged in. The electronic device transforms the electrical energy into sound energy as music.

Updated Text: 50. SEP Use Mathematics The current through R1 is 1 A. The current through R2 is 0.5 A.

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: Investigation 8, Experience 2 Inquiry Lab teacher version (adding answer for new question 7 after current content for TEKS 6.E.ii new citation #2 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: No text currently

Updated Text: 7. SEP Use Mathematics A student sets up a parallel circuit in the following way: Resistors R1, R2, and R3 are connected in parallel to a 12-volt battery. If R1 has a resistance of 6 ohms, and R2 has a resistance of 12 ohms, and R3 has a resistance of 4 ohms, calculate the current through these three electric circuit elements connected in parallel, using Ohm's law. Answer: The current through R1 is 2 A. The current through R2 is 1 A. The current through R3 is 3 A.

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Proclamation 2024: Report of New Content (10/24/2023)

Page 1806 of 2091

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Investigation 8 Answer Key for Student Handbook, (adding answer for new Question 75 for TEKS 4.B.ii new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: No text currently

Updated Text: 75. SEP Use a Cost-Benefit Analysis Answers will vary. Answers may discuss Luigi Galvani's research on bioelectricity and how that led to Alessandro Volta's invention of the voltaic pile, an early form of the electric battery that led to the batteries we have today. Answers may also include the work to slow or eliminate battery degradation. Battery research, use, and potential is constantly increasing with the move away from combustible natural resources for energy to renewable sources (i.e. solar, wind, hydro, etc.). As the need for batteries increases in the field of electronics, automobiles, tools, accessories, etc., research is being conducted to find a cost effective battery system that can help the world rely less on nonrenewable natural resources and more on efficient and possibly renewable battery sources. Mining for rare minerals also has negative effects and resources can be limited, driving research towards efficient batteries that can be reused or recharged. The need for portable devices drives the need for more compact batteries, leading to batteries, such as the lithium ion batteries.

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7

Location: Investigation 10 Answer Key for Student Handbook, Answer 55 (revising answer for revised Question 55 for TEKS 4.B.ii new citation #2 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: 55. Describe and Compare Answers will vary.

Updated Text: 55. SEP Use a Cost-Benefit Analysis Answers will vary. Students should provide research from NASA and other sources showing how a cost-benefit analysis applies to telescope technology, such as the historic Hubble Space Telescope and the current James Webb Space Telescope. Their analysis might explore things such as the need to apply a new lens to Hubble and the benefits of new scientific discoveries compared to the cost of constructing and launching the telescopes. Students may describe the social and scientific value of these telescopes while also listing potential financial costs as well as how the resources used to build and launch the telescopes affect the environment as well as other social and economic impacts.

**Component: *Teacher Guide***

ISBN: 9781418358877

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T28-T29

Proclamation 2024: Report of New Content (10/24/2023)

Page 1807 of 2091

Location: Within the table for the Course Planner & Pacing Guide, pp. T28-T29 (TRR Rubric review approved change on appeal)

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include TEKS for each Experience (lesson).

Updated Text: For all 30 Experiences (lessons), the TEKS taught in that lesson have been added to the table. No content was removed from the original. Example for Investigation 1 Experience 1: "TEKS 5A, 5B, 5C; SEP 1B, 1G, 4C" Also added new head "TEKS-Aligned Scope & Sequence"

**Component: *Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Investigation 8, Experience 2, Inquiry Lab (adding new content after current content on page 2 for TEKS 6.E.iv new citation #1 approved by SRP)

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A - adding new content

Updated Text: Adding new content after current content on page 2 for TEKS 6.E.iv new citation #1 approved by SRP)

## **Publisher: Summit K12 Holdings**

### **Physics**

**Program: *Dynamic Physics: TEKS***

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide 1.1 Velocity Lesson Slides

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Content added on Slides

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide 1.1

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

Updated Text: Pre-assess students' math skills by setting up stations for students to rotate through, solving math problems related to slope, scientific notation, unit conversion, and algebraic equations. Solutions are provided in the presentation.

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide 2.2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will use geometry skills to communicate ideas with a graph. Students will also use algebra skills to apply the definition that velocity is the rate of change of position and calculate the slope to find the velocity of the bowling ball's position graph.

[Math: Algebra.3B and Geometry.1D]

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide 2.3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will apply the definition that acceleration is the rate of change of velocity and apply the slope calculation to find the accelerations of different parts of a velocity vs. time graph.

[Math: Algebra.3B and Geometry.1D]

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide 4.2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will use algebra and geometry skills using linear equations to calculate weight in pounds given the mass and weight in newtons of an object, collect data in a data table and graph the data to determine the relationship between mass and weight.

[Math: Algebra.5A and Geometry.1D]

**Component: *Dynamic Physics***

ISBN: 9781433407079

Location: Lesson guide 6.2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will solve quadratic equations having real solutions by taking square roots. Students will communicate mathematical ideas using appropriate language.

[Math: Algebra.8A and Geometry.1D]

**Component:** *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 7.2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will use algebra skills to solve linear equations, either for an unknown mass or velocity.

[Math: Algebra.5A]

**Component:** *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 8.2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Students will use algebra skills to solve Coulomb's law as a linear equation for an unknown charge. Students will also solve Coulomb's law as a quadratic equation for an unknown distance.

[Math Algebra.5A and Algebra.8A]

## **Publisher: TPS Publishing**

### **Physics**

**Program:** *STEAM into Physics - High School Edition: TEKS*

**Component:** *Student Textbook*

ISBN: 9781788059527

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 194

Location: Replace text in second box.

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 1810 of 2091

Updated Text: We consider the only force acting upon an object in projectile motion to be gravity. Therefore, there is no acceleration in the horizontal direction, and there is a constant acceleration of  $-9.8\text{m/s}^2$  in the vertical direction (or an acceleration of  $9.8\text{m/s}^2$  in the downward direction). In reality, there will be frictional forces due to air resistance acting upon the object in both the horizontal and vertical directions, but these will be ignored in our calculations for this lesson

**Component: *Student Textbook***

ISBN: 9781788059527

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 196

Location: Replace text in paragraph at top of page between 2 math calcs.

Original Text: New Content

Updated Text: In this example we shall use the approximation of  $10\text{ m/s}^2$  for acceleration due to gravity. This approximation is for simplicity of explanation. In future questions you may use the more accurate value of  $9.81\text{ m/s}^2$ . Remember: the only acceleration acting upon an object in projectile motion acts in the vertical (downward) direction. We do not consider acceleration in the horizontal direction.

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Physics -

[https://docs.google.com/spreadsheets/d/1guZZDq\\_yVP\\_BEVloSl\\_AjhrHo2blqAt2/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1guZZDq_yVP_BEVloSl_AjhrHo2blqAt2/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true)

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Physics - <https://docs.google.com/spreadsheets/d/1N9juMKB48wz6J3singp0C0-juFR7HpTd/edit?usp=sharing&oid=112690171537265031278&rtpof=true&sd=true>

**Component: *Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Physics - [https://drive.google.com/file/d/1D0ELceUeQXOWL3IUjVLw-FWsYjs\\_o256/view?usp=sharing](https://drive.google.com/file/d/1D0ELceUeQXOWL3IUjVLw-FWsYjs_o256/view?usp=sharing)

## **Publisher: Goodheart-Wilcox Publisher**

### **Personal Financial Literacy and Economics**

**Program: *Foundations of Financial Literacy - Online Learning Suite: TEKS***

**Component: *Foundations of Financial Literacy***

ISBN: 9798888176566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 126

Location: Communication Skills: Listening

Original Text: New Content

Updated Text: Engage in a conversation with a classmate with whom you do not regularly interact. Ask them how they typically use banking products and services. Keep the conversation general so as not to reveal personal details to each other. For example, neither of you should discuss personal banking details, only the types of accounts you typically use. Actively listen to what they share. Next, summarize and retell what the person conveyed in conversation to you. Did you really hear what they said?

### **Personal Financial Literacy and Economics**

**Program: *Foundations of Financial Literacy - Online Learning Suite: ELPS***

**Component: *Foundations of Financial Literacy***

ISBN: 9798888176566

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 126

Location: Communication Skills: Listening

Original Text: New Content

Updated Text: Engage in a conversation with a classmate with whom you do not regularly interact. Ask them how they typically use banking products and services. Keep the conversation general so as not to reveal personal details to each other. For example, neither of you should discuss personal banking details, only the types of accounts you typically use. Actively listen to what they share. Next, summarize and retell what the person conveyed in conversation to you. Did you really hear what they said?

# Publisher: Ramsey Education (Dave Ramsey/Lampo)

## Personal Financial Literacy and Economics

### Program: *Foundations in Personal Finance High School 4th Edition: TEKS*

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*

ISBN: 9781936948574

Current Page Number(s): PDF pg. 1-7

Location: Activity. Chapter 6, Lesson 4. "Finding the Standard" On pages 1-7 in the PDF.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/bonus/act-c06-l04-finding-the-standard.pdf>

Copy and Pasted text below:

**DIRECTIONS** Read the following article about the standard of living. Then research the annual salary of a career you could be passionate about before answering questions on how it compares with the life you hope to live.

**Living the Dream** Discovering what you're passionate about and what you want to do in life is a complex process and can be a little intimidating. But don't worry! You don't need to figure it all out right away. Many adults out there are still trying to figure that out. However, one of the key factors you should keep in mind as you begin to think about what career you might want to pursue is how it ties to the rest of your life. Throughout your life, you'll experience hobbies, relationships, travel, and more. A job is just one piece of the whole puzzle that makes up your life. The thing to remember is that the job piece of the puzzle will help fund all those other things. Without an income from your work, you won't be able to buy a house, go on that European vacation, or pay for your wedding. The career you decide to pursue should be something you're passionate about, but it should also provide for the other things in life. The Standard This balance is called the standard of living. And each person's standard of living is a little different depending on what their goals are.

Your personal standard of living ties directly to the things you value in life. For example, if you're passionate about traveling to other countries, your standard of living should include the extra costs of travel, lodging, and food. For some people, buying a house is an absolute must, while others might be content to rent an apartment forever. These are two different standards of living and each carries a different cost. But what happens when the job you're passionate about doesn't pay for the standard of living you want? Typically, people get frustrated, lose passion, and make decisions that could negatively impact their future (like looking to debt as a way to solve the problem

**Realistic Expectations** As you start to think about the kind of career you want in the future, it's important to compare it to your desired standard of living. But you have to be realistic in the process. Everyone would probably say they'd love to have a million dollars in the bank and a beach house in the Mediterranean, but that's not a realistic standard of living to start out with.

You want to start with a standard of living that covers your Four Walls and meets your basic needs. Then you can expand the standard from there. When you create reasonable values and pair them with a job that'll allow you to accommodate those values, you can have the freedom to pursue the job you're passionate about while still fulfilling those desires. And the great thing is, your standard of living can grow as your income does. So, if you value eating out with friends, you'll want to look for a job path that'll give you the income to do that.

As you begin to look toward the future, you can connect the different pieces of your life and combine them to create a life you enjoy, you're passionate about, and you can afford.

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1. What's one career you're potentially interested in? Answers will vary but your students should choose something they are passionate about and would enjoy.
2. What's the average annual salary for this career? Answers will vary but students should be able to research an income range for that career.
3. List some values you have in your life. Answers will vary but could include traveling, being charitable, or spending time with friends
4. List some hobbies you're interested in. Answers will vary but could include golfing, art, hiking, or collecting.
5. On average, how much could these hobbies cost you a month? Answers will vary but students should give their best guess about the cost of their hobbies.
6. What are some specific dreams you have for your future? Answers will vary but might include owning a home, buying a specific car, getting married, or having kids.
7. Based on your values, hobbies, and dreams, do you think the career you chose would give you the standard of living you're hoping for? Explain why? Answers will vary but students should give a realistic answer, having critically thought through the financial impact of their values, hobbies, and dreams.

**Component: *Foundations in Personal Finance High School 4th Edition Print/Digital***

ISBN: 9781936948574

Current Page Number(s): PDF Pg. 1-19

Location: Activity. Chapter 5, Lesson 5. "Reclaiming Your Identity." Pg. 1-19 in the PDF.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/bonus/act-c05-l05-tx-reclaiming-your-identity.pdf>

Content copy and pasted below:

Procedure PART 1: READ Students will read the article What to Do if Your Identity Is Stolen by George Kamel and learn the steps they need to take if they become victims of ID theft. PART 2: ANSWER Using the information in the article, students will answer questions that demonstrate their understanding of dealing with identity theft. PART 3: RESEARCH Students will read through both the National Identity Theft Checklist (<https://www.identitytheft.gov/#/Steps>) and Texas' Identity Theft Victim Kit ([https://www2.texasattorneygeneral.gov/files/id\\_theft/IDTheft\\_kit.pdf](https://www2.texasattorneygeneral.gov/files/id_theft/IDTheft_kit.pdf)) and answer the questions based on their research.

What to Do if Your Identity Is Stolen Ever wake up in the morning hoping to deal with a stolen identity? No? Me either. But it can happen to anyone—in fact, it's happened to me. When ID theft happens, it could mean some weirdo's using personal details like your Social Security number or bank account to do anything from going on shopping sprees to filing a tax return in your name. Getting everything back to the way it was can be intimidating—like a months-long effort to climb over a mountain. How do you even begin to put things straight? As someone who's been through it, take it from me: You can get your life back. And we're going to walk with you through some practical steps to get that done.

Here to Help Luckily, you don't have to do this alone. There are multiple groups and companies that'll help protect you from any possible fraud or walk with you if you experience fraud.

- Federal Trade Commission (FTC): The FTC is the primary federal agency responsible for protecting consumers against identity theft. Its job is to enforce laws regarding consumer protection, investigate fraud claims, and help educate you about what steps you can take to protect yourself.

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- Consumer Financial Protection Bureau (CFPB): The CFPB is focused on safeguarding you, as the consumer, against any deceptive or fraudulent practices that might happen to you by a company, specifically a financial institution.
- State Attorney: Each state has an attorney general's office, which includes an identity protection division. They will investigate and even take legal action on claims made within their specific state.
- Identity Theft Services: There are hundreds of companies that offer identity protection products and services. These are typically designed to monitor your accounts and credit records, alert you of potential fraud, and possibly offer insurance in the event of fraud.

These are all helpful resources to help you through an experience with fraud, but what should you do first if you experience fraud?

How to Know if Someone Stole Your Identity First things first. Having your identity stolen isn't always something that's immediately obvious. There are certain things to look for if you have a sense that this might have happened to you. Lots of things could happen that would strongly indicate somebody's gotten ahold of your info and used it to do fraud. None of the following signs on their own would prove you're a victim of theft (could just be an error), but if you notice one or more of these, it's definitely time to check. (We'll talk next about steps to check for ID theft.)

- Getting calls from debt collectors about accounts you didn't open
- A charge on your credit card statement you don't recognize
- Medical bills you don't recall, or medical denials you weren't expecting
- Paper bills no longer coming in the mail
- Your credit card statement listing a new account you don't know
- A rising credit score even though you've initiated no new debt
- A dipping credit score even though you're current on all payments
- Being unexpectedly denied for a loan
- Having your tax return rejected (because some thief already filed on your behalf to get your return) or receiving a tax transcript you never requested

Again, if one or more of those has come to your attention, there are two key steps you should take right now to see whether your ID has been stolen:

1. Check all bank and credit card statements. That's something you ought to be doing all the time anyway. But especially if you have a suspicion that you've been a victim of ID theft, go over all the statements closely and carefully.
2. Run a free credit report on yourself. You're entitled to one free report every year from each credit agency (so that's three free reports per year). This is a quick and easy way to find ID theft.

Hopefully you're not gonna find anything. But in case you do discover evidence of ID theft, don't panic! At this point, the next logical step is to figure out how to prove that your identity was actually stolen so you can prepare to get your life back and start to recover.

How Can I Get My Life Back After Identity Theft? Having your identity stolen is a serious violation, and if there's been a financial impact on top of the ID theft, it can really get you down. I understand this firsthand. It sucks. But I'm here to give you some hope for what's ahead, and some practical steps to get things back to normal. So keep this in mind: You can get out of this mess and restore control of your personal information. Here's what you need to do:

1. **ASK FOR A FRAUD ALERT TO BE PLACED ON YOUR CREDIT ACCOUNT.** If you discover you've been a victim of identity theft, contact one of the three main credit bureaus (Experian, Equifax, and TransUnion) and have them place a fraud alert on your information. Once you've contacted one agency, they'll let the other two know. Having a fraud alert in place is helpful if you were involved in a data breach or had your Social Security card, driver's license, or bank account information stolen. If someone tries to apply for a loan or new credit card with your info, the credit bureau lets creditors know an extra security check needs to happen to confirm the applicant's identity.
2. **PUT A FREEZE ON YOUR CREDIT REPORT WITH ALL THREE CREDIT BUREAUS.** Putting a freeze on your credit report is different from a fraud alert because it cuts off anyone from getting access to your credit report without your permission. With a credit freeze, you'll have to contact all three credit bureaus individually, but it's still free! Once your credit report is frozen, the credit bureaus can't release your credit information without your permission to lift the freeze, and you'll have to do that either over the phone, online, or in writing. You'll want to lift the freeze if you're applying for a job or moving to a new home and your credit report needs to be checked.

3. FILE A POLICE REPORT. Since it is a crime to steal someone's personal identity and use it to commit a fraudulent act, you should file a police report. Even if it looks like the thief is operating online or in a different country, you should still contact your local police department to file a report.

4. FILE A REPORT WITH THE FEDERAL TRADE COMMISSION (FTC). When it comes to identity theft, time really is money. Your next step is to make sure you've notified the Federal Trade Commission of your stolen identity through their online service. If you report your identity theft to the FTC within two business days of discovering it, you will only be liable to pay \$50 of any unauthorized use of your bank and credit accounts (under federal law). The longer you leave it, the more that financial liability falls on your shoulders. Once you've filed your report, you'll be able to put together your own recovery plan with their help, along with some assistance in each step. Just get ready to buckle in for a long journey.

5. CHECK YOUR BANK AND CREDIT CARD STATEMENTS AND CREDIT REPORTS. Take some time to comb through your bank account and credit card statements, along with your current credit report. You can request your credit report for free from each of the reporting agencies through [annualcreditreport.com](https://annualcreditreport.com) once a year. Stagger these so you can check one credit report every four months. Look at these documents and flag anything that screams, "I didn't open that account!" Now is the time to highlight them to help your case.

6. GET ANY FRAUDULENT ACCOUNT RECORDS FROM DEBT COLLECTORS. Don't ignore any letters or calls you may receive from debt collectors following an identity theft. Stay ahead of the game by informing them in writing of your identity being stolen. You should also give them a copy of your FTC report to back it up. Here's what you can ask from debt collectors when you write to them:

- Ask to see any information (from the telephone number used by the fraudster to open the fake account to copies of application forms and statements listing fraudulent transactions) they might have on you resulting from the identity theft.
- Ask them to stop contacting you with collection notices that you don't owe. Let's face it: No one likes hearing from debt collectors—but especially not when it isn't your fault in the first place! Remember: You are within your rights to obtain written information about that debt—but you have to put your request in a physical letter to the debt collector. The FTC even provides sample letters for you. And if you're looking for extra peace of mind, send your letter with a certified mail receipt so you can track when they've received it.

7. CONTACT YOUR BANK'S FRAUD DEPARTMENT. Your bank has a fraud department, so call to tell them what happened. They'll let you know what steps to take regarding your current bank account. They might even advise you to close your accounts and open new ones if it means limiting the damage of the theft.

8. CONTACT YOUR UTILITY PROVIDER AND OTHER ACCOUNT FRAUD DEPARTMENTS. Fraudsters can use your information to set up anything from medical insurance to utilities in your name. I know—it's ridiculous. If any utility providers, credit card companies, loan specialists, debt collectors, or insurance companies are sending you bills for things you don't actually owe, you need to reach out to them ASAP and let them know your identity was stolen. Even if you haven't received any bogus bills from your providers or credit card companies, go ahead and contact them anyway. Because if one of your accounts was hacked, chances are, the others are also at risk.

9. CLOSE ANY FAKE ACCOUNTS THAT WERE CREATED IN YOUR NAME. Remember how you already combed through your credit report and noted charges that weren't yours? By now, you've contacted the three credit bureaus and the FTC, so it's time to clean up and close down any accounts that have been opened without your knowledge. Reach out to those companies' fraud departments (whether it's a bank, utility company, or insurance provider) and shut down all the accounts falsely opened in your name. Use any FTC reference numbers on your identity theft report to back you up.

10. REPORT IF YOUR PERSONAL IDENTIFICATION WAS STOLEN. If identification like your Social Security card, driver's license, or passport is stolen, you should contact the relevant agencies immediately so they're aware of the theft and can start the process of replacing them:

- Social Security Card: Contact the Social Security Administration for a replacement online. If you suspect your Social Security number has already been used fraudulently, contact the Office of the Inspector General to report it.
- Driver's License: Contact your local Department of Motor Vehicles (DMV) to report the theft and get a replacement.
- Passport: Contact the U.S. Department of State to report the theft and arrange a replacement.

11. UPDATE YOUR PASSWORDS AND USERNAMES. Now it's time to update those usernames and passwords. Change any passwords linked to accounts that were or could be affected by identity theft immediately. If you use the same password for every account you have, it's time to change them all. Your passwords should never match or contain your name or



date of birth—that just makes them easier to guess! Things like “password0” and “abc123” just don’t cut it anymore. I recommend that you use a combination of upper and lowercase letters, numbers and special characters to keep it complicated and difficult for identity thieves to guess.

12. LOOK AT YOUR RECOVERY OPTIONS. By now, you might be starting to realize this whole recovery process can take a few months or even years, depending on how severe the damage is. That’s why it’s important to take action as soon as you realize your identity has been stolen. The hours involved in getting your identity back really are a huge mountain to climb on your own. But it’s never too late to be proactive. Start protecting yourself now so you never have to deal with this!

DIRECTIONS Answer the following questions and be ready to share your answers with your class.

1. Since identity theft is not immediately obvious, what are some ways you can protect yourself before it even happens? Answers will vary but might include ideas like using a secure Wi-Fi network, creating strong passwords, often reviewing your transaction history, paying cash for things, setting up fraud protection, being cautious about what you post on social media, or running a free credit report.

2. What types of information should you protect to prevent identity theft? Answers should include sensitive information like your Social Security number, bank account number, debit card number, PIN number, and any mail that might include your personal information.

3. Who should you notify if you find out your identity has been stolen? Answers should include your bank, the three credit bureaus, the police, and the Federal Trade Commission (FTC).

4. What are some consequences you have to deal with if you’re a victim of identity theft? Answers will vary but might include your accounts being frozen, replacing personal identification cards or account numbers, and the time it takes to file the claims and discover the full extent of the fraud.

5. What agencies and companies can help protect you against fraud? Answers should include the FTC, CFPB, state attorney, or private identity monitoring services.

6. How do these agencies and companies help protect you against fraud? They enforce consumer protection laws, investigate fraud claims, provide education about consumer

7. How can you take responsibility to help prevent identity theft? Answers will vary but might include these ideas: While identity theft is a crime, you are responsible for keeping your information safe and secure, staying on top of your account activity, knowing who has your information and if you trust them, and being aware of how thieves gather information.

8. List out the four steps you should take if you’re a victim of fraud and identity theft. 1. Call the companies where you know fraud has occurred. 2. Place a fraud alert and get your credit reports. 3. Report identity theft to the Federal Trade Commission (FTC). 4. File a police report.

9. What are the three credit bureaus you should contact? Experian, TransUnion, Equifax

10. How long does an extended fraud alert last for? The alert lasts for seven years.

11. What does a credit freeze do? It limits access to your credit report unless you lift or remove it.

12. List out the six steps you should take if you’re a victim of fraud and identity theft. 1. Stop ongoing damage to your credit by closing any account that has been compromised. 2. Report ID theft to local law enforcement and request a police report. 3. Report ID theft to the FTC and complete the ID Theft Affidavit. 4. Contact other relevant government and law enforcement agencies. 5. Monitor your credit report on an ongoing basis. 6. If necessary, complete an Application Requesting Declaration that you are a victim of ID theft.

13. How does the ID Theft Affidavit help you resolve identity theft? It provides proof that an account opened in your name is the result of ID theft. The company uses the information in the form to investigate and make a decision about your claim.

14. What are the two parts of completing the ID Theft Affidavit? 1. Complete the ID Theft Affidavit—report general information about yourself and the theft. 2. Complete the Fraudulent Account Statement—this is where you describe fraudulent accounts opened in your name.

## **Publisher: Coder Kids, Inc. DBA Ellipsis Education**

### **Technology Applications, Kindergarten**

#### **Program: *Texas Technology Applications - K: TEKS***

**Component: *Texas Technology Applications - K***

ISBN: 9798987914502001

Link to Current Content:

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Current Page Number(s): 3

Location: Procedure 1, Step 6a

Link to Updated Content:

[View Updated Content](#)

Original Text: 6. Model how to create a GIF for the class. Narrate each step of this process aloud.

- a. First, save each of the three images on the Sunrise to Sunset Images document to the teacher device, naming them in order of how they will appear in the GIF.
  - i. For example, name the first image Sunrisset to Sunset Image One, the second image Sunrise to Sunset Image Two, etc.

Updated Text: 8. Model how to create a GIF for the class. Narrate each step of this process aloud.

- a. First, save each of the three images on the Sunrise to Sunset Images document to the teacher device, naming them in order of how they will appear in the GIF.
  - i. For example, name the first image Sunrise to Sunset Image One, the second image Sunrise to Sunset Image Two, etc.
  - b. Then, ask students what applications could be accessed to find a GIF maker tool.
    - i. Responses may vary, but guide the conversation toward using a specific GIF maker application or utilizing an internet browser application.
    - ii. If using a GIF maker application, the Canva application is suggested for use on the teacher device after downloading the application.

**Component: *Texas Technology Applications - K***

ISBN: 9798987914502001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7 to 8

Location: Procedure 3, Step 2b

Link to Updated Content:

[View Updated Content](#)

Original Text: b. What digital animation skills do you already possess?

- i. Just like digital animators, students can create their own characters, manipulate movements, and animate those characters on an app platform.

Updated Text: b. What digital animation skills do you already possess?

- i. Just like digital animators, students can create their own characters, manipulate movements, and animate those characters on an app platform.
- c. What applications were used today?
  - i. A website browser application was used to access a search engine.
  - ii. The images were saved on the teacher device and then accessed to input into the GIF maker.
  - iii. A video application was used to play the video about digital animators.
- d. If you were creating a GIF at home, what applications could you use?
  - i. Students could use a drawing or photo application to create unique images for their GIF. Students could also access images through a web browser or specific search engine application.
  - ii. To create the GIF, students could access a GIF Maker website using a web browser application or download a GIF maker application onto a device.

**Component: *Texas Technology Applications - K***

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Link to Current Content:

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Current Page Number(s): 2

Location: Procedure 1, Steps 1 to 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. Begin by informing students that portions of this course will utilize an open-source coding platform called ScratchJr.

- a. A coding platform is a programming environment that allows users to create projects using various coding languages. A coding platform can be utilized online or offline.
  - b. ScratchJr is a block-based coding platform that enables programming by dragging and dropping blocks.
2. Direct students' attention to the Technology Use Contract they created in the last lesson.
- a. Read each of the rules aloud for the class.
  - b. Have students act out each rule in their seats to check for understanding.

Updated Text: 1. Begin by informing students that portions of this course will utilize an open-source coding platform called ScratchJr.

- a. A coding platform is a programming environment that allows users to create projects using various coding languages. A coding platform can be utilized online or offline.
  - b. ScratchJr is a block-based coding platform that enables programming by dragging and dropping blocks.
2. Explain that the ScratchJr platform can be accessed on multiple devices including a desktop computer, chromebook, smartphone, tablet, and a smartboard.
- a. At the teacher's discretion, select at least two different devices to open and show the ScratchJr coding platform.
  - b. Emphasize that while users can utilize a variety of devices to access ScratchJr and engage with the interface, students will be using their assigned devices throughout this course to create coding projects.
3. Direct students' attention to the Technology Use Contract they created in the last lesson.
- a. Read each of the rules aloud for the class.
  - b. Have students act out each rule in their seats to check for understanding.

**Component: *Texas Technology Applications - K***

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Current Page Number(s): 7

Location: Challenge

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. Challenge students to show how to drag and drop with their bodies.

- a. What is an action that could mimic the dragging motion in ScratchJr?
- b. What is an action that could mimic the dropping motion in ScratchJr?
- i. Suggestions could include dragging their feet on the ground to signify dragging or mimicking dropping an item from their hands for dropping.

Updated Text: 1. Assess students' ability to drag and drop in the ScratchJr platform on multiple devices.

2. Access ScratchJr on a device and display it in front of the class.
3. Ask for student volunteers to select a sprite of their choice. Then, drag and drop the sprite around the Stage.
  - a. Prompt students in their seats to assist the volunteer by reminding them of the steps to drag and drop a sprite in ScratchJr according to the specific device, if needed.
4. Repeat these steps with at least two different devices and multiple student volunteers.

**Component: *Texas Technology Applications - K***

ISBN: 9798987914502001

Link to Current Content:

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Current Page Number(s): 3

Location: Procedure 1, Step 4b

Link to Updated Content:

[View Updated Content](#)

Original Text: b. Brainstorm solutions

- i. Which Motion Block will program the Crab sprite to reach the surfboard?
  1. What would happen if the hop block was used? Is that the correct block?
  2. What would happen if the move left block was used? Is that the correct block?

Updated Text: b. Brainstorm solutions

- i. Assist students in breaking down the problem into smaller pieces to solve it. Explain to students that they will use sequence terms to break a large problem into smaller chunks.
  1. First, the move up blocks should be removed from the Programming Area since they do not achieve the goal.
  2. Next, other Motion blocks should be attached to the start on green flag block.
  3. Last, students will need to test the program to ensure they have added enough Motion blocks to achieve the goal.
- ii. Which Motion Block will allow the Crab sprite to reach the surfboard?
  1. What would happen if the hop block was used? Is that the correct block?
  2. What would happen if the move left block was used? Is that the correct block?

**Component: *Texas Technology Applications - K***

ISBN: 9798987914502001

Link to Current Content:

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Current Page Number(s): 4

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Location: Procedure 1, Step 4d

Link to Updated Content:

[View Updated Content](#)

Original Text: d. Reflect

i. Congratulate the class on choosing the correct block. They worked through the Problem-Solving Process Steps and worked together to find the solution.

Updated Text: d. Reflect

i. Congratulate the class on choosing the correct block. They worked through the Problem-Solving Process Steps and worked together to find the solution.

ii. How did breaking the problem down into smaller steps help you solve it?

**Component: *Texas Technology Applications - K***

ISBN: 9798987914502001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Procedure 1, Steps 5 and 6

Link to Updated Content:

[View Updated Content](#)

Original Text: 5. Display the Sunrise to Sunset Images in front of the class. These three photos show the progression of the sun setting, but they are stationary, not animated. Ask students what could be done to turn them into a GIF.

a. Student responses may vary, but guide the conversation toward using a search engine to find a website specializing in making GIFs.

6. Model how to create a GIF for the class. Narrate each step of this process aloud.

Updated Text: 5. Display the Sunrise to Sunset Images in front of the class. These three photos show the progression of the sun setting, but they are stationary, not animated.

6. State that these images were shared in a document. Pose the following scenario to students. You want to create or find your own images for a GIF, what applications could you use to complete this task?

a. Remind students that an application is a program designed for a specific task or interest. An application can be on the computer or another device.

b. Allow students time to brainstorm with a shoulder partner, then record volunteer responses in front of the class.

i. Student responses may vary, but could include the following examples.

1. A photo application, a drawing application, or a web browser application to search for images.

7. Now that students have discussed where to find images for a GIF, ask the class to brainstorm how they might find a website to make a GIF.

a. Student responses may vary, but guide the conversation toward using a web browser application to search for a website that specializes in making GIFs.

8. Model how to create a GIF for the class. Narrate each step of this process aloud.

# Publisher: Typing.com

## Technology Applications, Kindergarten

### Program: *Typing.com: Kindergarten TX: TEKS*

#### Component: *Kindergarten*

ISBN: 979898777170908

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Sequences: Snowman> Intro Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Title updated to: Sequences & The Design Process

#### Component: *Kindergarten*

ISBN: 979898777170908

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Sequences: Snowman> Intro Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content added to intro paragraph: "Sequences are also helpful in the design process. A design process usually includes 5 steps: 1. noticing a problem, 2. brainstorming solutions, 3. designing a solution, 4. testing and redesigning the solution, and 5. sharing the outcome. The design process is used to solve problems. As you work to solve a problem, having a series of steps to follow will help you design and test a possible solution.

#### Component: *Kindergarten*

ISBN: 979898777170908

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Current Page Number(s): 1

Location: Sequences: Snowman> Intro Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: New content added to Building a Snowman Paragraph: ..."think about how you could apply them to a real-life design process. For example, if you wanted to make a sandwich, how could you design a step-by-step set of directions to help you create it? There are opportunities to create sequences all around you!

**Component:** *Kindergarten*

ISBN: 979898777170908

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 1

Location: What Makes a Computer Run>Activity

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: This is an entirely new lesson. Content is available via URL for updated text.

## **Publisher: Coder Kids, Inc. DBA Ellipsis Education**

### **Technology Applications, Grade 1**

#### **Program: *Texas Technology Applications - 1: TEKS***

**Component:** *Texas Technology Applications - 1*

ISBN: 9798987914519001

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 4

Location: Procedure 1, Step 7c

Link to Updated Content:  
[View Updated Content](#)

Original Text: New Content

Updated Text: c. Display any relevant images and consider how the information provided may or may not help accomplish this goal of the science project. See below for a possible example.

i. "I can use these free images to create my own food chain visual in my project."

d. Ask students to consider other devices that could be used to gather images for the science project.

i. Can you think of another device, other than a computer, that could be used to collect images for explaining the food chain?

1. Answers will vary, but could include using a camera to take a picture and uploading the image to a computer or printing the image using a printer.

2. If applicable, use a camera to demonstrate how this device could be utilized to gather images and include them in the science project.

**Component:** *Texas Technology Applications - 1*

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Procedure 1, Step 8a

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: a. In the exercise, the internet was used as an additional application to look for information. This is called an online search.

i. An online search is the process of using a computer to look for information on the internet.

ii. In the example, the online search was for information about food chains and other refined keywords relevant to food chains.

b. What other devices could be used to perform an online search?

i. A smartphone, tablet, virtual assistant (Alexa or Google Home), etc.

ii. If possible, use one of the devices suggested by students to search for data online.

**Component: *Texas Technology Applications - 1***

ISBN: 9798987914519001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Procedure 1, Step 4e

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: e. Do not share personal information with online friends.

f. Log out of devices after every use, even if the device belongs to you.

g. Log out of user accounts after every use, even if the device belongs to you.

**Component: *Texas Technology Applications - 1***

ISBN: 9798987914519001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Procedure 3, Step 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 1. Begin the wrap-up discussion by asking students how they can act more like a cybersecurity specialist. Encourage students to share their responses with a shoulder partner and then call on volunteers to share with the class.

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Responses may vary, but should include the following examples.

- a. Logging out of accounts on devices can prevent personal information from being compromised.
  - b. Personal information should not be shared with anyone on the internet.
  - c. Passwords and user account information should only be shared with trusted adults.
2. Explain that like many jobs in computer science, there are multiple paths to becoming a cybersecurity specialist.

## Publisher: Learning.com

### Technology Applications, Grade 1

#### Program: *Learning.com TechApps for Texas: TEKS*

Component: *Learning.com TechApps for Texas - Grade 1*

ISBN: 9798987398210

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1,3

- Location:
1. Click the play button to launch the item.
  2. Click the Student Preview button in the upper right corner.
  3. Click the Start button.
  4. Click to page 1 and 3 at the bottom of the screen.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1

Think about how the computer can take in information and give out information. Think about how the brain can take in information and give out information. Match each part of the computer with the part of the body that takes or gives information in a similar way.

Explain how a part of the computer can be compared to a part of the body.

Page 3

Think about the ways that you use computer applications to create projects. Match the icons below with the ways that you would use them.

Updated Text: Page 1

When you create, you use a variety of tools.

Smart phone with a camera app

Tablet with a drawing app

Laptop with a word processing app

Select all the tools below that you can use to create a product. You can select more than one.

Page 2

Software is a program and operating system used by a computing device.

Click and drag the picture to the software.

Page 3

Now it's your turn.

You are going to write a digital story with illustrations.

Select the devices you could use. You can choose more than one.

Page 4

You are going to write a digital story with illustrations. Select the hardware input and output devices that you could use. You can choose more than one.

Page 5

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What is your digital story with illustrations going to be about? Type in the box.

Example: a dog jumping into a puddle

Page 6

Select the hardware devices you will use to write and illustrate your story. Type the devices' names in the box below.  
Select the input and output devices you will use to write and illustrate your story. Type the input and output device names in the box below.

Select the software you will use to write and illustrate your digital story. Type the software names in the box below.

Page 7

Create!

Go create your digital story with illustrations.

Use the hardware, input and output devices, and software you selected.

Be ready to share with others.

Page 8

Question 1

Wrap Up!

1. Describe the computer hardware parts, including input and output devices, that you used to create your digital story.
2. Describe the software that you used in your final product.

**Component: *Learning.com TechApps for Texas - Grade 1***

ISBN: 9798987398210

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6-21

- Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.  
2. View the slide/notes on slides 6-21

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 22:

(iii) describe basic computer hardware, including a variety of software using accurate terminology

Review the definition of hardware.

Have students pair up.

Show one question at a time and give each partner time to explain to their partner their answer for each question.

Regroup as a class and have a few students share an answer to any of the questions.

Slide 23:

Objective: Identify basic computer software using accurate terminology.

1. Read the question.
2. Ask students to tell a partner something they do with the computer (possible answers include: play games, draw, type, work with numbers, take photos, watch videos, read books, etc.).
3. Have students share some of their answers.
4. Remind students of the definition of Software. Software - programs and operating systems used by a computing device. Example: Word Processing

Slide 24:

Objective: Identify basic computer software using accurate terminology. Select software.

1. Ask students: What do I need to do in order to use this software?
2. When students answer that you need to click on it, do it.
3. Clicking will take you to the next page.

Updated Text: Slide 23:

Objective: Identify basic computer software using accurate terminology.

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1. Read the question.
2. Ask students to tell a partner something they do with the computer (possible answers include: play games, draw, type, work with numbers, take photos, watch videos, read books, etc.).
3. Have students share some of their answers.
4. Remind students of the definition of Software. Software - programs and operating systems used by a computing device. Example: Word Processing

Slides 24-27:

Objective: Identify basic computer software using accurate terminology. Select software.

1. Ask students if they have seen pictures like these on the screen of their computer.
2. Tell students these are icons that represent software applications.
3. Tell students that software is needed in order to use a computer.
4. Ask students to tell a partner what they think each type of software does.
5. You can review the answers of what each application does by clicking on the [doc, bird, paint, video] icon.

Slide 28:

Objective: Identify basic computer software using accurate terminology. Select software.

1. Ask students: What do I need to do in order to use this software?
2. When students answer that you need to click on it, do it.
3. Clicking will take you to the next page.

Have students use district devices for the following:

4. Choose a district approved software you would select if you wanted to draw or paint a picture on a digital device.
5. Choose a district approved software you would select if you wanted to write a story on a digital device.
6. Choose a district approved software you would select if you wanted to play a game on a digital device.
7. Choose a district approved software you would select if you wanted to watch a video on a digital device.

Note: Feel free to add your own.

Slide 29:

Have students pair up.

Show one question at a time and give each partner time to explain to their partner their answer for each question.

Regroup as a class and have a few students share an answer to any of the questions.

Slide 30:

1. This activity can be done interactively on the board as a whole class or you can print copies of this page for students to complete.
2. Ask students to draw a line to match the type of software with the task they would complete.
3. Ask students to circle with a blue color the type of software.
4. Ask students to circle with green the task they would be doing.

### **Component: *Learning.com TechApps for Texas - Grade 1***

ISBN: 9798987398210

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.

2. View the slide/notes on slide 17.

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. Provide various devices with programs/applications open to have students explore in a center format. Depending on the availability of devices and time constraints, students may need to take turns.

2. Students can complete any project or content-based work on any device. Set a timer for the amount of time you want students to take exploring devices, applications, and learning environments.

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\* Examples

- \* Math station: have devices set to the most current lesson in math and have kids work on that or set up a math game kids can play on any device.
  - \* Reading station: have devices set to the library app or other book app you may use and have students read.
  - \* Drawing: have devices set to a drawing app and have them create pictures.
  - \* Taking pictures: assign a couple students to take picture with a digital camera of others working at their stations.
  - \* Digital literacy station: have students work on Learning.com.
3. After the timer goes off, have students pair up. Have each student explain and share with their partner what device was used, what application/program, and online learning environment they used. Have them explain if it was the best tool to use or if something else may have worked better.

Updated Text: 1. Provide various devices with district approved programs/applications/web tools for students to use to create their final product.

2. Students will create a digital story problem to demonstrate math problems or write their own digital short story.
3. Provide students with time to draft and peer review prior to creating their work in a district approved digital learning environment. Set a timer for the amount of time you want students to take with their draft and peer review processes.
4. Students will either take a picture, use clip art or design their own digital artwork to as illustrations for their work. Set a timer for the amount of time you want students to take with their illustrations.
5. Students will select the appropriate device and program/application/web tool to create their final product. Ex. Word Processing, Presentation, Digital Storybook tool, etc.
6. Students will type their text, add their illustration(s) and record their voice into the product they are creating.
7. Students will proof their work.
8. Have students work in pairs. Each student should explain and share with their partner what device(s), what application(s) or program(s), and online learning environment(s) they used. Have students explain why they felt their selections were or were not the best tool to use and why.
9. Students will finalize their product and submit it to the district approved learning environment.
10. Set up a classroom gallery walk or creative display for all students to share their completed product.

**Component: *Learning.com TechApps for Texas - Grade 1***

ISBN: 9798987398210

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

- Location: 1. Click the play button to launch the item.
2. Click Student Preview in the upper right hand corner.
  3. Click the start button to start the item.
  4. Read the directions and view the data on page 1 of the item.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Switched submission to a practice that is all about Collecting Data directly, rather than indirectly. In this interactive practice, students explore various types of data and practice collecting data from classmates and teachers.

# Publisher: Typing.com

## Technology Applications, Grade 1

### Program: *Typing.com: 1st Grade TX: TEKS*

**Component: 1st Grade**

ISBN: 979898777171608

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Surfing Safety> Intro Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New content added to intro paragraph:

"We will also look at how schools use rules and guidelines to help protect teachers and students from potential harmful things that can happen using online tools and technology."

**Component: 1st Grade**

ISBN: 979898777171608

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Surfing Safety> Intro Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New section added:

Schools and AUPs

You just learned all about how to protect yourself while using online tools and devices like a computer or phone. These are rules that help keep you safe. Schools and districts also need rules and policies that help protect them, their students, and their technology devices. These rules and policies are known as AUPs, which stands for Acceptable Use Policy. Your school, for instance, may have a policy that no cell phones are allowed in the classroom. This is an example of an AUP (Acceptable Use Policy).

Just imagine what could happen if schools did not have AUPs; they might have valuable information stolen like student usernames or passwords. Or, teachers' computers could get viruses and not work properly.

**Component: 1st Grade**

ISBN: 979898777171608

Proclamation 2024: Report of New Content (10/24/2023)

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Surfing Safety> PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: These questions will be added to page 5:

1. What does AUP stand for?
2. True or False: It is important for schools to have guidelines and policies when it comes to digital resources (like the Internet) the internet and digital devices (like computers).
3. Explain why it is important for schools to have AUPs
4. Imagine if a school had a policy that allowed students to use cell phones at any time during class. Explain why this would NOT be a good policy.

**Component: 1st Grade**

ISBN: 979898777171608

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Parts of a Computer>Activity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is an entirely new lesson. Content is available via URL for updated text.

## **Publisher: Coder Kids, Inc. DBA Ellipsis Education**

### **Technology Applications, Grade 2**

#### **Program: *Texas Technology Applications - 2: TEKS***

**Component: *Texas Technology Applications - 2***

ISBN: 9798987914526001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Procedure 1, Step 12

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: d. Presentation, flowcharting, and graphics software

- i. Because of copyright laws, many graphics must be created by the writer, not copied off the Internet. This requires the use of different graphic and flowcharting tools.
- ii. Technical writers must give credit to the original authors or creators if they do use or reference digital content that they do not own.

Updated Text: d. Presentation, flowcharting, and graphics software

e. Devices could include a laptop, desktop computer, tablet, printer, etc.

13. Invite students to share which of the devices or applications they have used to write or create projects before.

a. Prompt students to open these devices and applications when referencing their examples during the discussion. Help students choose developmentally appropriate tools.

i. Examples could include ScratchJr coding projects, presentations created in presentation applications, student activities created and submitted in the class' LMS or other online learning environment, etc.

14. Share the following statements with students regarding copyright law and graphics.

a. Because of copyright laws, many graphics must be created by the writer, not copied off the Internet. This requires the use of different graphic and flowcharting tools.

i. Technical writers must give credit to the original authors or creators if they do use or reference digital content that they do not own.

**Component: *Texas Technology Applications - 2***

ISBN: 9798987914526001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Challenge

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. Challenge students to use application software to create a presentation or write an essay giving examples of when to use each type of application software.

a. Encourage students to reference their copies of the Application Software Purposes graphic organizer.

Updated Text: 1. Prompt students to select an application software, such as a word processor or LMS, to write a paragraph sharing a story of how they use various applications in their everyday lives.

a. Encourage students to then select a device, preferably one they do not use often for more exposure to a variety of devices, to access this application and write their story.

i. Suggest students use a tablet, smartboard, laptop, or desktop computer to access their chosen application to create their content.

2. Once students have written their story, prompt them to create a presentation using a different kind of application software.

a. Encourage students to use another device or application to add audio, video, pictures, or other effects to enhance their presentations.

i. Examples could include using a camera or other device to record and take pictures or videos, using a specific application platform or online learning environment for recording audio and/or video files, searching for images or videos using a search engine on a website browser application, etc.

3. Now that students have created and enhanced their stories using different devices and applications, state that the class will now share their presentations using a learning environment, such as an LMS, or classroom application, such as Google Classroom, that is available to them.

# Publisher: Learning.com

## Technology Applications, Grade 2

### Program: *Learning.com TechApps for Texas: TEKS*

Component: *Learning.com TechApps for Texas - Grade 2*

ISBN: 9798987398227

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show. presentation.  
2. View the slide/notes on slide 14

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 14: Relevant Standard: 2 3 A (ii) demonstrate personal skills and behaviors, including following directions, needed to implement a design process successfully.

Students will make a list of their ideas to solve the problem.

Give students just a couple of minutes and tell them to exercise their brains to be fast and creative.

Encourage students to list as many ideas as possible, no idea is too crazy for this list.

When they are done, they can look at their ideas and circle the one they think is their best idea.

Students can sketch their ideas instead of writing a list. If they have a tablet available, they can use it to create their list/sketches.

Updated Text: Slide 14: Relevant Standard: 2.3.A (ii) demonstrate personal skills and behaviors, including following directions, needed to implement a design process successfully.

Remind students that following directions is an important part to solving problems. Sometimes the directions help you work through the design process to create a solution, process or product. Sometimes following directions helps to fix the problem.

Tell students that they will practice following the directions you give them, in order, so that they can use the design process with your help. Let students know that they will be working in a small group next to do this on their own.

Students will make a list of their ideas to solve the problem.

Give students just a couple of minutes and tell them to exercise their brains to be fast and creative.

Encourage students to list as many ideas as possible, no idea is too crazy for this list.

When they are done, they can look at their ideas and circle the one they think is their best idea.

Students can sketch their ideas instead of writing a list. If they have a tablet available, they can use it to create their list/sketches.

Have students share their ideas and sketch with a partner. Help students understand how to give feedback and learn from the feedback.

Have students update or add to their sketch based on the feedback.

Let students know that feedback is part of improving and the design process depends on feedback.

Component: *Learning.com TechApps for Texas - Grade 2*

ISBN: 9798987398227

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Location: Click the play button to launch the item.

2. Click the Student Preview button in the upper right corner.
3. Click the Start button.
4. Click the page number at bottom of screen and move to pages.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1: Why are AUPs important?

How should you treat your devices and digital resources to follow the AUP.

Write a short sentence in the box below to explain how you will treat your devices.

How will you will treat your devices?

Page 2: Write a short sentence in the box below to explain how you will treat your digital resources.

How will you will treat your digital resources?

Page 3: How do you show respectful use of digital resources and devices?

Click all the images that show a student demonstrating acceptable use of digital resources and devices.

Updated Text: Page 1: An Acceptable Use Policy (AUP) is important when using digital resources.

1. Explain the importance of acceptable use of digital resources in your district's AUP.

Page 2: An Acceptable Use Policy (AUP) is important when using digital devices.

2. Explain the importance of acceptable use of digital devices in your district's AUP.

Page 3: Click the image that shows a student demonstrating acceptable use of digital resources.

Page 4: An Acceptable Use Policy (AUP) is important when using digital resources.

4. How will you demonstrate the importance of your district's Acceptable Use Policy (AUP) when using digital resources?

Page 5: Click the image that shows a student demonstrating acceptable use of digital devices.

Page 6:

An Acceptable Use Policy (AUP) is important when using digital devices.

6. How will you demonstrate the importance of your district's Acceptable Use Policy (AUP) when using digital devices?

**Component: *Learning.com TechApps for Texas - Grade 2***

ISBN: 9798987398227

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 23

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.

2. View the slide/notes on slide 23.

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Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 23:

Objective: Compare and contrast private and public information and discuss what is safe to be shared online

1. Go over the correct answers for the sorting activity.
2. Explain to students how a username that doesn't contain their real name is safer to use when they are online.
3. Tell students before they share any information it is best to check with their parents or teachers to make sure that it is ok to share it.
4. Tell them they shouldn't be sharing their password with anyone. Their password keeps their account safe.

Updated Text: Slide 8 (New):

Vocabulary Example

What is private?

It is when something is only for a specific person or group.

Notes:

Directions:

Read aloud the question and the answer.

Have students repeat, as needed.

Slide 9 (New):

Vocabulary Example

What is public?

It is when something is for all people and groups

Notes:

Directions:

Read aloud the question and the answer.

Have students repeat, as needed.

## **Publisher: Typing.com**

### **Technology Applications, Grade 2**

**Program: *Typing.com: 2nd Grade TX: TEKS***

**Component: *2nd Grade***

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Patterns

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Section added:

Simple Patterns

Simple patterns are patterns that are easy to spot and usually only include two items. For example Red-Blue-Red-Blue-Red-Blue. This is known as an ABAB pattern. Let's look at a real-world example of a simple pattern.

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**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Patterns

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Section Added:

Complex Patterns

Unlike simple patterns, complex patterns are a bit more difficult to spot. Complex patterns need a little more attention to what the pattern is. For example, a complex ABC pattern could look like this: circle, square, triangle, circle, square, triangle.

What would come next in this example? If you said "Circle," you are correct!

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Patterns

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Activity Updated:

The activity will now show complex patterns as well as simple patterns. See URL for updated text to view.

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>The Wonderful World of Variables

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Quiz updated:

Multiple new questions will be added to the quiz. See URL for updated text to view content.

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Password Privacy>Transcript

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Activity Added

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Creating & Saving a Document

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Section Added:

Sharing a Document

Word processing lets you share documents with other people. Sharing can be helpful if you're working on a project with a partner or team. You can share documents using sites such as Google Drive, Google Classroom, Schoology, Canva, and DropBox, or by attaching them to an email. When you share a document using an online resource such as Google Drive or DropBox, both you and the person you are sharing with can easily make edits and updates to the same document. You can share documents using a variety of devices, such as your cell phone, laptop, tablet, or desktop computer.

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Creating & Saving a Document>PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: New Steps added to activity:

Use a camera (on either a tablet, cell phone, or your laptop or computer's built-in camera) to take a picture of your favorite book in your classroom. Upload this picture to your document by clicking "Insert" and "Image." Ask your teacher for support if you need additional help.

Use the "Share" feature in your word processing application to share the document with your teacher or a classmate. There are other ways to share documents. Now, log into your email and create an email to your teacher or classmate. Attach the document you made earlier to the email. Send the email.

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Creating & Saving a Document>PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Questions Added to PDF Review Packet

Discuss how a variety of devices can share content.

If you want to share content you've created, what are some devices you could use to do so?

If you want to share content you've created, what online learning environments or applications could you use to do so?

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Creating & Saving a Spreadsheet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Section added:

Sharing a Spreadsheet

Spreadsheets let you share information and data with other people. Sharing can be helpful if you're working on a project with a partner or team. You can share spreadsheets using sites such as Google Sheets, Excel Online, Google Classroom, Schoology, Canva, and DropBox, or by attaching them to an email. When you share a spreadsheet using an online resource such as Google Sheets, Excel Online, or DropBox, both you and the person you are sharing with can easily make edits and updates to the same spreadsheet. You can share spreadsheets using a variety of devices, such as your cell

phone, laptop, tablet, or desktop computer.

**Component: 2nd Grade**

ISBN: 979898777172308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Creating & Saving a Spreadsheet>PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Steps Added to Activity:

Use the “Share” feature in your spreadsheet application to share the document with your teacher or a classmate.

There are other ways to share documents. Now, log into your email and create an email to your teacher or classmate.

Attach the document you made earlier to the email. Send the email.

## **Publisher: Learning.com**

### **Technology Applications, Grade 3**

#### **Program: *Learning.com TechApps for Texas: TEKS***

**Component: *Learning.com TechApps for Texas - Grade 3***

ISBN: 9798987398234

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: 1. Click the play button to launch the item.

2. The objective is met in the second section of the video.

3. To get to the second section, watch the first section of the video and complete the first set of multiple choice questions.

4. In the second section of the video, the objective is met during the timestamp 0:00 - 0:50

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Switched submission to a lesson focused solely on collecting data rather than identifying data.

In this engaging animated video, Opal helps Old Mister Gizzard analyze data in order to make inferences about current pigeon fashion trends.

Objectives

Identify and collect numerical data such as the price of goods or temperature

Analyze data through graphs to identify and discuss trends and inferences

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**Component: Learning.com TechApps for Texas - Grade 3**

ISBN: 9798987398234

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

- Location: 1. Click the play button to launch the item.  
2. Click student preview in the upper right hand corner of the screen.  
3. Click the start button.  
4. Click the 'Next' arrow at the bottom of the screen to go to pages 1  
5. The objective is met in questions on page 1.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1

The best way to determine the type of productivity tool by comparing and contrasting a word processor, spreadsheet, and presentation tool that would be most appropriate application for your situation.

The three types of productivity tools: word processing, spreadsheet, and publication can be used to perform specific tasks. Each has limitations and can be compared against each other to perform specific functions.

What productivity tool would be best used for a homework assignment? What productivity tool can be used to make calculations?

Page 2:

Which productivity tool would be effective and appropriate applications to create which types of task? Match the best productivity tool for the task on the right. Many productivity tools can perform multiple tasks, so select the one that would be easiest and most common to use for the task.

Page 3:

Using a productivity tool such as MS Word, or Google Docs, create a document describing your pet or a pet you would like to have. Your document should include the following:

Description of your pet and name of your pet

Image of your pet (search for a similar picture)

Customize your the margins of your document to align your image with the text

Have fun with this interactive practice and be creative.

Copy and paste a share link to your spreadsheet below.

Updated Text: Compare and Contrast

The best way to determine the type of productivity tool is by comparing and contrasting a word processor, spreadsheet, and presentation tool that would be most appropriate application for your situation.

The three types of productivity tools are word processing, spreadsheet, and presentation. Each perform specific tasks. Each has limitations and can be compared against each other to perform specific functions.

1. How are word processing, spreadsheets, and presentations ALIKE?
2. How are word processing, spreadsheets, and presentations DIFFERENT?

**Component: Learning.com TechApps for Texas - Grade 3**

ISBN: 9798987398234

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

1. Click the play button to launch the item.
2. Click Student Preview in the upper right hand corner of the screen.
3. Click the start button.
4. Click 4 at the bottom of the screen to go to page 4.
5. Read the directions and complete the activity.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1:

A digital device holds many files like documents and photos.

It is important to know how to save files and where to save them.

Why is it important to know how to save files and where to save them?

Page 2:

How to Save a File

You have started a new document. You want to save it for the first time. What are the first 2 steps?

1. Click on the first 2 steps below to save your document.

Page 3:

Question

How to Name a File and Save it

Next, a screen appears. What are the next 2 steps?

2. Click on the next 2 steps below to name and save your document.

Page 4:

Where to Save a File

You want to be organized and save your file to a specific file location on your computer.

3. Click on the spot to choose a file location for your document.

Page 5:

Question

Create a New Folder

You want to create a new folder to save your file to.

4. Click on the spot to create a new folder.

Updated Text: Page 1:

A digital device holds many files like documents and photos.

It is important to know how to save files and where to save them. This will help keep your files organized and easier to find when you need to go to them.

Why is it important to know how to save files and where to save them?

Page 2:

Question

How to Save a File

You have started a new document that is for a project. You want to save it for the first time. What is the first step?

1. Click on the first step below to save your document.

Page 3:

You have started a new document for a project.

2. After you click "File," what do you click next to save a document for the first time?

Page 4:

Next, a screen appears.

3. Click below where you would enter in the file name.

Page 5:

Where to Save a File

You want to be organized and save your file to a specific file location on your computer.

4. Click on the spot to choose a file location for your project document.



Page 6:

Create a New Folder

You want to create a new folder to save your file to.

5. Click on the spot to create a new folder.

**Component: *Learning.com TechApps for Texas - Grade 3***

ISBN: 9798987398234

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14-16

Location: 1. Click the play button to launch the item

2. Click play button to start video

3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen

4. Move forward to slides: 14-16

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Switched submission to a lesson already prepared for grades 4-5, expanded to be used in Grade 3.

In this discussion, students are introduced to file management strategies.

## **Publisher: Typing.com**

### **Technology Applications, Grade 3**

**Program: *Typing.com: 3rd Grade TX: TEKS***

**Component: *3rd Grade***

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Mastering the Art of Troubleshooting

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is a new lesson that will be in our Coding curriculum. Content is in the URL for updated text.

**Component: *3rd Grade***

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

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Location: Coding>Using Code to Grow a Beautiful Garden

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New section added to intro:

When coding a design process is useful for solving problems. As you work to solve a problem, having a series of steps to follow will help you design and test a possible solution.

A design process usually includes 5 steps: 1. noticing a problem, 2. brainstorming solutions, 3. designing a solution, 4. testing and redesigning the solution, and 5. sharing the outcome.

In this lesson, you'll be applying the design process to a sequence of steps needed for building a garden.

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Coding>Using Code to Grow a Beautiful Garden

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Section Added to screen 2 intro:

Let's continue our use of the design process. Part of coding is taking repetitive tasks and looping through them. For example, when you put your favorite song on repeat, the device is using code to loop (repeat) the song over and over again.

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Coding>Using Code to Grow a Beautiful Garden

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New section added to screen 4 intro:

Let's continue our use of the design process. Similar to loops, the design process also is helpful when using conditionals. A good example to explain conditionals is the weather. Based on the weather conditions, we make decisions. For instance, if you are outside and it begins to rain, then you would put on a raincoat. In coding, conditionals include many if's and then's. For example, "IF" it's raining "THEN" we wear a raincoat.

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**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Entering & Editing Data PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New section added to the intro paragraph:

Entering, Collecting, and Editing Data

In this lesson, you will enter information, also called data, into a spreadsheet and work with columns and rows. You'll need the help of your classmates to collect the data. You will also use the data to find out what type of candy bars your classmates like the most.

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Entering & Editing Data PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New steps added to activity:

6. Now comes the fun part where you collect data. On a sheet of paper, write down the four candy bars you just entered into the spreadsheet. Ask each of your classmates to tell you which of the four candy bars listed is their favorite. Put a tally mark next to each candy bar as your classmates tell you which is their favorite one.

7. Add up the totals for each candy bar and write down how many classmates liked each.

8. In column B of the spreadsheet, enter the totals next to each candy bar from Column A.

9. Select the row of the candy bar that received the most votes.

10. Use the "highlight" tool to shade this row yellow.

11. Select the text of the candy bar that received the most votes. Retype the name of that candy bar in ALL CAPITALS.

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Proclamation 2024: Report of New Content (10/24/2023)

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Location: What Makes a Computer Run

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is a new lesson that will be attached as a PDF to "What makes a computer run"

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Introduction to Spreadsheets

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: A spreadsheet is like a table that can help you organize and calculate information. Using spreadsheets is one of the most important computer skills you can learn because schools and businesses use spreadsheets every day to solve many different problems. While a word processing program is used for things like creating reports, writing letters, or creating documents, spreadsheet software is used to make tables and charts, and can also be used to calculate mathematical equations. It is essential to know how to use both spreadsheet and word processing software in order to create and share content.

**Component: 3rd Grade**

ISBN: 979898777173008

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Computer Applications>Unit Review>Question 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We will be adding an additional question to our unit review:  
2. Compare and contrast spreadsheet software and word processing programs.

# Publisher: Typing.com

## Technology Applications, Grade 4

### Program: *Typing.com: 4th Grade TX: TEKS*

Component: *4th Grade*

ISBN: 979898777174708

Current Page Number(s): 1

Location: Digital Citizenship>Surfing Safety

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is an activity that currently exists in our 1st-3rd grade curriculum. It will be added here with updates including this new section:

Schools and AUPs

You just learned all about how to protect yourself while using online tools and devices like a computer or phone. These are rules that help keep you safe. Schools and districts also need rules and policies that help protect them, their students, and their technology devices. These rules and policies are known as AUPs, which stands for Acceptable Use Policy. Your school, for instance, may have a policy that no cell phones are allowed in the classroom. This is an example of an AUP (Acceptable Use Policy).

Just imagine what could happen if schools did not have AUPs; they might have valuable information stolen like student usernames or passwords. Or, teachers' computers could get viruses and not work properly.

Component: *4th Grade*

ISBN: 979898777174708

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Digital Citizenship>Surfing Safety PDF Review Packet

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: These questions will be added to the existing PDF:

1. What does AUP stand for?
2. True or False: It is important for schools to have guidelines and policies when it comes to digital resources (like the internet) the internet and digital devices (like computers).
3. Explain why it is important for schools to have AUPs
4. Imagine if a school had a policy that allowed students to use cell phones at any time during class. Explain why this would NOT be a good policy.

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**Component: 4th Grade**

ISBN: 979898777174708

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Digital Citizenship>Internet Search Tips>Transcript

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New section added to Internet Search tips lesson. See URL for new content to view.

**Component: 4th Grade**

ISBN: 979898777174708

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Digital Citizenship>Unit Review> Question 8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 8. Identify and discuss at least 2 types of data collection tools and what they are used for. Why is it important to protect your personal data when searching online?

**Component: 4th Grade**

ISBN: 979898777174708

Current Page Number(s): 1

Location: Computer Applications>Evaluating Applications

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is a new lesson that will be in our Computer Applications unit. See the URL link for new content to view lesson and PDF activity.

# Publisher: Coder Kids, Inc. DBA Ellipsis Education

## Technology Applications, Grade 5

### Program: *Texas Technology Applications - 5: TEKS*

Component: *Texas Technology Applications - 5*

ISBN: 9798987914557001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Procedure 1, Step 5a (subbullet 5)

Link to Updated Content:

[View Updated Content](#)

Original Text: 5. Another cybersecurity issue to think about when conducting an internet search is what information you might be sharing. If you search for a playground near your house, could someone use the results to figure out where you live? If you are searching for a video game for kids under 13, does this reveal your age? If you are using a device that could be used by other people, think carefully about what you search for. We could call this Cybersecure Search Guideline #3.

Updated Text: 5. Another cybersecurity issue to think about when conducting an internet search is what information you might be sharing. If you search for a playground near your house, could someone use the results to figure out where you live? If you are searching for a video game for kids under 13, does this reveal your age? If you are using a device that could be used by other people, think carefully about what you search for. We could call this Cybersecure Search Guideline #3.

6. At this point, instruct students to discuss with a partner or small group the three cybersecurity strategies that were just outlined by posing the following questions.

- a. Which of the guidelines that were shared do you already follow when using the internet?
- b. Which guidelines will you implement the next time you perform an online search?

Component: *Texas Technology Applications - 5*

ISBN: 9798987914557001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9

Location: Application Features - Formatting a Digital Document Procedure, Step 14c

Link to Updated Content:

[View Updated Content](#)

Original Text: c. Follow the same steps above to research help for software issues.

i. It is possible to find help for software issues. Examples may include items like "how to enable a screen reader" or "how to enable my microphone."

Updated Text: c. Follow the same steps above to research help for software issues.

i. It is possible to find help for software issues. Examples may include items like "how to enable a screen reader" or "how to enable my microphone."

15. After modeling how to use the help source, instruct students to practice using it on their own by following the same steps listed above.

a. Encourage students to consider how the "Help" menu could be used to solve software issues they might encounter in the future.

**Component: *Texas Technology Applications - 5***

ISBN: 9798987914557001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Procedure 1, Steps 2 to 3

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. Allow a few moments for students to review both documents.

a. If needed, remind students that they previously completed the Code Exploration handout after viewing the starter file for the Shopping Cart App.

b. The Design Plans represent their best estimates of what work will be required to add the missing functionality to the starter file to code a completely functional Shopping Cart App.

3. Instruct students to complete their design plans, making sure to write out the steps they will need to take to code their final solutions.

Updated Text: 2. Allow a few moments for students to review both documents.

a. If needed, remind students that they previously completed the Code Exploration handout after viewing the starter file for the Shopping Cart App.

b. The Design Plans represent their best estimates of what work will be required to add the missing functionality to the starter file to code a completely functional Shopping Cart App.

3. Reiterate to the class the importance of generating multiple solutions to solve a problem.

a. Brainstorming more than one solution to a problem increases the chances of finding the best and most effective solution.

b. This way of problem-solving allows for more creativity. Students can push their thinking beyond the first idea.

c. Generating more than one solution allows for optimization. After selecting the best ideas, they can then be compared to find the most efficient one.

4. Tell students to imagine they overslept and missed the bus for school. Prompt them to generate multiple solutions to this problem. As a class, discuss multiple solutions, then vote on the best solution.

5. Now, instruct students to complete their design plans, making sure to write out the steps they will need to take to code their final solutions.

**Component: *Texas Technology Applications - 5***

ISBN: 9798987914557001

Link to Current Content:

[View Current Content](#)



Current Page Number(s): 6

Location: Procedure 2, Steps 9 to 10

Link to Updated Content:

[View Updated Content](#)

Original Text: 9. Now, students are ready to add their crowdsourced data to the simulation. Tell students to input all of the crowdsourced data points from their Airplane Data Points handout. They should press enter after typing each data point.

a. Advise students to work methodically as they enter the data. If they do not enter all of the data points, the program will not allow them to proceed to the flight simulation.

b. Students will only need to enter this information once as it will be stored in the project.

10. Once students have finished entering their data, prompt them to save their remixed projects at this time. Remind students that they will be accessing this project in the next coding lesson.

Updated Text: 9. Now, students are ready to add their crowdsourced data to the simulation. Tell students to input all of the crowdsourced data points from their Airplane Data Points handout. They should press enter after typing each data point.

a. Advise students to work methodically as they enter the data. If they do not enter all of the data points, the program will not allow them to proceed to the flight simulation.

b. Students will only need to enter this information once as it will be stored in the project.

10. After students have entered their data into the digital tool, ask students what type of data they added to the simulation.

a. The numbers they entered are examples of quantitative data, which can be measured or counted and is represented numerically.

b. Ask students for other examples of quantitative data.

i. Examples could include weight in pounds, length in inches, how many points scored in a sports event, distance in miles, the number of days in a year, etc.

11. Once students have finished entering their data, prompt them to save their remixed projects at this time. Remind students that they will be accessing this project in the next coding lesson.

**Component: *Texas Technology Applications - 5***

ISBN: 9798987914557001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Procedure 1, Step 7b

Link to Updated Content:

[View Updated Content](#)

Original Text: b. What kind of data is displayed in this visualization?

i. The distances are quantitative data. Remind students that quantitative data is numeric and comes from measuring or counting.

Updated Text: b. What kind of data is displayed in this visualization?

i. The distances are quantitative data. Remind students that quantitative data is numeric and comes from measuring or counting.

ii. The digital tool also displays qualitative data. Remind students that qualitative data is descriptive and can come through observation.

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1. The name of the paper airplane and the airplane's flight paths, which are represented by different colors, can be considered qualitative data.

## **Publisher: Typing.com**

### **Technology Applications, Grade 5**

**Program: *Typing.com: 5th Grade TX: TEKS***

**Component: *5th Grade***

ISBN: 979898777175408

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Code Reuse

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This is an entirely new lesson. Content for this can be viewed in the URL for updated content.

## **Publisher: CEV Multimedia**

### **Technology Applications, Grade 6**

**Program: *iCEV Technology Applications 6th Grade (Individual Course): TEKS***

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Block-Based Programming, which is located on pages 5-6 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Block-Based Programming, which is located on pages 5-6 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Block-Based Programming, which is located on pages 5-6 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Block-Based Programming, which is located on pages 5-6 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Text-Based Programming, which is located on pages 7-8 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Proclamation 2024: Report of New Content (10/24/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Text-Based Programming, which is located on pages 7-8 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Text-Based Programming, which is located on pages 7-8 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving with Block-Based and Text-Based Programming, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Text-Based Programming, which is located on pages 7-8 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Evaluating Data and Outcomes which is located on pages 9-10 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cafeteria Data Analysis which is located on pages 11-12 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Evaluating Data and Outcomes which is located on pages 9-10 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Evaluating Data and Outcomes which is located on pages 9-10 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cafeteria Data Analysis which is located on pages 11-12 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

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Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Evaluating Data and Outcomes which is located on pages 9-10 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

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**Component: *iCEV Technology Application 6th Grade (Individual Course)***

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Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Ethical and Unethical Comparison Bell Ringer/Exit Ticket, which is located on pages 14-15 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cited!, which is located on page 16 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

ISBN: 9798888640203

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Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Citation Guidelines, which is located on pages 17-19 of the linked packet.

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cited!, which is located on page 16 of the linked packet.

**Component: *iCEV Technology Application 6th Grade (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Student Handout-Misinformation Online, which is located on pages 20-21 of the linked packet.

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Fact of Fiction Bell Ringer, which is located on page 22 of the linked packet.

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Keyboarding Drill 1, which is located on pages 23-26 of the linked packet.

## **Publisher: eDynamic Holdings LP**

### **Technology Applications, Grade 6**

#### **Program: *Middle School Tech Apps Grade 6: TEKS***

**Component: *Middle School Tech Apps Grade 6***

ISBN: 9781959433552

Link to Current Content:

[View Current Content](#)

Location: Unit 1, Lesson 4, under subheading "Searching for What YOU Want" read both paragraphs and drop down information in the tab table feature under the green tabs labeled "Keywords" and "Hashtags." (click on each tab to read the drop down information.)

Original Text: New Content

Updated Text: Searching for What YOU Want

Whether you're working with classmates in an LMS or researching how to solve that math problem, chances are you'll use a search engine to help you. Search engines (such as Google and Bing) are websites that allow users to enter a few words to look for a wide range of information, images, and videos. Remember how your pool chemical sites came up when your dad was looking to buy a pool table? That's because you both typed "pool" in the search engine bar!

Search engines do a great job of delivering the information you're looking for. To do this, they use algorithms—thousands of lines of computer code—to zero in on the best search results possible! But did you know that there are search strategies you can employ to get even more accurate results? To do this, we need to use advanced search strategies.

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Advanced search strategies are techniques that are more than just simple word searches and are used to improve the precision, relevance, and efficiency of your online searches. These techniques use various types of tools, operators, and limiters to refine search queries and give you a more targeted search result.

Let's look at examples of advanced search strategies you can use.

### Keywords

A keyword search is when you start a search with a specific word or topic. For example, say your three-year-old cousin loves dogs and asks you to find some pictures of dogs on your phone. You might use Google or Bing to search for these pictures by typing in the keyword "dogs." Simple as that!

### Limiters

Limiters are specific criteria or parameters that you can set to ensure your search result stays within specific boundaries. Examples of limiters include time frame, file type, domain, language, and location. The time frame limiter allows you to bring up results from a specified period of time. File type allows you to determine specific file types that will come up in your search result. By specifying a specific language, you can filter the language that is written in your results. The location limiter gives the option to limit results based on a specific location. As you can see, a limiter does just that, it limits the amount of information that comes up when you complete a search to certain parameters.

### The Asterisk

This is a more specific limiter that allows you to further refine your search queries. An asterisk can be used for wildcard searches. A wildcard search can be used when you are not quite sure of something in your search. Let's look at a few examples. Imagine you would like to learn more about the fastest runner alive. If you use quotation marks ("runner") that will make the search result specific to results that include the word runner. You might find, however, the resource you really want says something along the lines of, "The fastest man was running as fast as a cheetah!" Because you used quotations, this result would be missed.

You can fix this by applying an asterisk, "run\*". By doing this you allow all word variations to appear in your query such as runner, running, and runners. You can even use the asterisk to create a wildcard phrase. This could be used when you are not able to think of a word or you would like options for different words. For example, search "\*\*for the Houston Astros pitched\* strikeouts." This could bring up search results such as Justin Verlander for the Houston Astros pitched 12 strikeouts, or Nolan Ryan for the Houston Astros pitched 19 strikeouts. As you can see, this could be very important information for someone who is performing a historic baseball search.

### Boolean Operators

A Boolean operator is a type of limiter that includes the words "AND" "OR" "NOT" or "AND NOT" when used as conjunctions to combine or exclude keywords in a search. Let's return to the topic of dogs. Say you want to search for more images of dogs, but you want the search to return results of only spotted dogs. To get a more refined search, you would type "dogs AND spotted." To take this example further, imagine you want to search for spotted dogs, but you do not want them to be beagles. For this search, you would type "dogs AND spotted NOT beagles."

### Hashtags

The number sign on your keyboard is used to create the hashtags commonly found on social media sites. Hashtags allow you to search for content on a common topic that may be partnered with a picture or video, depending on what tool you are using.

For example, if you want to see pictures of what goes on behind the scenes at the Superbowl, you could simply type #superbowl to find recent media by fans who attended the game. How could you use a hashtag to help you in your search?

From seeing your doctor to taking entire courses online, today's technology offers a variety of ways to make life easier and to learn more, faster. It allows people across the country, and even across the world, to share experiences ranging

from working together on school projects to taking cooking classes. By understanding the basics of cyber security, netiquette, and conducting internet searches, you'll be able to work well and even make friends with people from all over the world!

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Location: Unit 6, Lesson 3, all paragraphs under the subheading "Spreadsheet Tools." Under the same subheading, find the image of the purple bar graph and read it and its caption. Use the arrows on the photo edge to advance slides to the image labeled "Pie Chart."

Original Text: New Content

Updated Text: Spreadsheet Tools

Remember when we surveyed a group of students who use wheelchairs to figure out how to improve the school's accessibility? In order to review the data we collected, we looked at some bar graphs of our results. Well, behind the scenes, that information we gathered with the use of a form made a "pitstop" along the way in a spreadsheet before it was transformed into a graph. Spreadsheet applications are a type of productivity tool as they allow you to organize, analyze, and manipulate data. The spreadsheet's graphing tools pulled the data from the spreadsheet to create a visual representation of the data, often referred to as a digital artifact. As a reminder, digital artifacts are any form of digital content or data that is created within an app.

You have learned that productivity tools allow you to organize, analyze, and manipulate data, but how can you use productivity tools found in spreadsheet applications to create digital artifacts? To do so, you have several options. Graphs are used in spreadsheet software to create a useful way to visualize data. Other examples of digital artifacts in spreadsheet software include cells, formulas, functions, and charts. These constitute both digital artifacts and productivity tools as they are a form of digital content/data that is created in a spreadsheet that allows for the organization, analysis, and manipulation of data. Data validation can also be considered a digital artifact as users set specific criteria for cell values, such as number ranges, specific text patterns, or drop-down lists. These digital artifacts can be used to ensure the accuracy and integrity of the data to increase productivity.

Remember that spreadsheet software includes powerful productivity tools that allow you to do much more with data. The goal is to ensure user understanding and organization of data to allow for some form of analysis. As mentioned above, digital artifacts in spreadsheets can include cells, formulas, and charts but that is not all. Spreadsheets can also use digital artifacts that might be more prevalent in other applications. These digital artifacts include text, images, audio, video, and interactive elements such as dropdown menus.

Let's return to our earlier example. Spreadsheet software allows us to keep numbers organized within cells and use different formulas to calculate figures and review data. Some of the results from the survey included how easy it was for students in wheelchairs to access the water fountain. Let's compare how some of those results look in the bar graph we saw earlier compared to a pie chart,

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Location: Unit 6 Activity 2 "Can You Use Technology to Display Information?" Steps 2 and 3

Original Text: New Content

Updated Text:

Word processing software is used to create and edit text, but it can also help you to communicate and display information in engaging ways. In this activity, you will use Google Docs and Google Sheets to communicate and display data in the form of a graph or chart to report information to a targeted audience and even publish this information using Canva! In essence, you will use productivity tools found in spreadsheet, publishing, and word processing applications to create digital artifacts. These digital artifacts include tables, charts, and data. Tables are digital artifacts because they are used to display and organize collected data. Charts can also visually display this data. The data itself is considered a digital artifact in this activity because it is used to represent information provided and collected from various people. In this activity you will be using productivity tools to create digital artifacts in the form of charts and tables.

**Step 1: Create an Informal Survey**

Think of a question that will help you gather information from a variety of people. Here are a few suggestions:

- What is your favorite color?
- What is your favorite candy?
- What is your favorite sport?
- What is your favorite season of the year?

Maybe think of a question that you're especially interested in. What about the environment? You decide. It's your survey!

Once you have decided on a question, ask at least five people to answer your question. You can keep track of the responses on a piece of paper. In the next step, you'll put this information into a table

**Step 2: Use a Table to Display the Information**

As a reminder from the lesson, digital artifacts are any form of digital content or data that is created within an app. This can include various types of media, such as text, images, audio, video, and interactive elements like dropdown menus. In this activity you will use productivity tools found in word processing applications and spreadsheet applications to create digital artifacts. Open a new Google Doc. Next, click Insert and choose Table from the drop-down menu. Next, choose the required dimensions for your table and then input the data from your survey question into your new table. Look at this example:

**Step 3: Create a Chart to Display the Data**

In this step, you will create a chart to display the data to your target audience: your peers. Click Insert then choose Chart from the drop-down menu. Options for your chart will appear. Choose the one that will best work for your data. When you choose the type of chart you will use to convey your data, an example chart will be added to your document. In the top right of the chart, you will see a link icon with an arrow next to it. Click this and then choose Open source.

When you click Open source, a spreadsheet will open in Google Sheets. This is where you will put the data for the chart. Be sure to add the correct labels. As you put the data into the spreadsheet, you will see the chart updating. In your Google Doc, click Update in the top right corner of your chart. This example chart is made from the data collected in the Step 2 example

**Step 4: Publishing Your Document!**

It is now time to publish your document! We will be using Canva, a productivity software tool that allows you to create your very own publications! To do this, you will need to log into Canva using the method described in the lesson. Now,

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follow these simple steps:

1. Click on the chart you would like to add to Canva. Right-click on the chart and choose “copy” from the dropdown menu.
2. Move over to Canva and create a new design.
3. In Canva, click on the location within your design where you want to place the chart. Canva will automatically convert the chart you pasted into an image format (A DIGITAL ARTIFACT!).
4. Resize, move, and format the chart image in Canva using the tools found within the application.

Once you have finished adding your chart in Canva, create a design for the area surrounding the chart. You can then download your Canva design for publication.

Step 5: What to Submit

Submit your data table, chart, and Canva application to the dropbox.

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Location: Unit 6, Lesson 3, paragraph under the subheading "Word Processing Tools."

Original Text: New Content

Updated Text: Word Processing Tools

As we know, word processing tools are a form of productivity tools that are used to create and edit text in a document. Productivity tools are used to create digital artifacts. If you need to create a report or another document for school, you will probably use a word processing program. Most word processing tools offer similar functions, like changing fonts and font sizes and adding things like tables to organize information.

Digital artifacts, such as font sizes, are special characteristics you can create within your document to help make your document look nice and organized. More specifically, digital artifacts are any form of digital content or data that is created within an app. In general digital artifacts canyou create can include text, images, video, and interactive elements. Digital artifacts found specifically within word processing applications include the text you type, paragraph organization, line breaks, headers, footers, tables, images/graphics, hyperlinks, bullet points, and numbering systems. These examples all contribute to the final product of the word processing document and overall digital artifact. These are all created by you, the user, and stored within the word processing application itself.

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Location: Unit 6 Activity 2 "Can You Use Technology to Display Information?" Steps 2 and 3

Original Text: New Content

Updated Text: Can You Use Technology to Display Information?

Required Materials

- Google Docs (requires login)
- Google Sheets (requires login)
- Canva (requires login)

Word processing software is used to create and edit text, but it can also help you to communicate and display

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information in engaging ways. In this activity, you will use Google Docs and Google Sheets to communicate and display data in the form of a graph or chart to report information to a targeted audience and even publish this information using Canva! In essence, you will use productivity tools found in spreadsheet, publishing, and word processing applications to create digital artifacts. These digital artifacts include tables, charts, and data. Tables are digital artifacts because they are used to display and organize collected data. Charts also visually display this data. The data itself is considered a digital artifact in this activity because it is used to represent information provided and collected from various people. In this activity you will be using productivity tools to create digital artifacts in the form of charts and tables.

#### Step 1: Create an Informal Survey

Think of a question that will help you gather information from a variety of people. Here are a few suggestions:

- What is your favorite color?
- What is your favorite candy?
- What is your favorite sport?
- What is your favorite season of the year?

Maybe think of a question that you're especially interested in. What about the environment? You decide. It's your survey!

Once you have decided on a question, ask at least five people to answer your question. You can keep track of the responses on a piece of paper. In the next step, you'll put this information into a table

#### Step 2: Use a Table to Display the Information

As a reminder from the lesson, digital artifacts are any form of digital content or data created within an app. This can include various types of media, such as text, images, audio, video, and interactive elements like dropdown menus. In this activity you will use productivity tools found in word processing applications and spreadsheet applications to create digital artifacts. Open a new Google Doc. Next, click Insert and choose Table from the drop-down menu. Next, choose the required dimensions for your table and then input the data from your survey question into your new table. Look at this example:

#### Step 3: Create a Chart to Display the Data

In this step, you will create a chart to display the data to your target audience: your peers. Click Insert then choose Chart from the drop-down menu. Options for your chart will appear. Choose the one that will best work for your data. When you choose the type of chart you will use to convey your data, an example chart will be added to your document. In the top right of the chart, you will see a link icon with an arrow next to it. Click this and then choose Open source.

When you click Open source, a spreadsheet will open in Google Sheets. This is where you will put the data for the chart. Be sure to add the correct labels. As you put the data into the spreadsheet, you will see the chart updating. In your Google Doc, click Update in the top right corner of your chart. This example chart is made from the data collected in the Step 2 example

#### Step 4: Publishing Your Document!

It is now time to publish your document! We will be using Canva, a productivity software tool that allows you to create your very own publications! To do this, you will need to log into Canva using the method described in the lesson. Now, follow these simple steps:

1. Click on the chart you would like to add to Canva. Right click on the chart and choose "copy" from the dropdown menu.
2. Move over to Canva and create a new design.
3. In Canva, click on the location within your design where you want to place the chart. Canva will automatically convert the chart you pasted into an image format (A DIGITAL ARTIFACT!!!).
4. Resize, move, and format the chart image in Canva using the tools found within the application.

Once you have finished adding your chart in Canva, create a design for the area surrounding the chart. You can then download your Canva design for publication.

### Step 5: What to Submit

Submit your data table, chart and Canva application to the dropbox.

In this activity, you will use Google Docs and Google Sheets to communicate and display data in the form of a graph or chart to report information to a targeted audience.

### Step 1: Create an Informal Survey

Think of a question that will help you gather information from a variety of people.

Here are a few suggestions:

What is your favorite color?

What is your favorite candy?

What is your favorite sport?

What is your favorite season of the year?

Maybe think of a question that you're especially interested in. What about the environment? You decide. It's your survey!

Once you have decided on a question, ask at least five people to answer your question. You can keep track of the responses on a piece of paper. In the next step, you'll put this information into a table.

### Step 2: Use a Table to Display the Information

Open a new Google Doc. Next, click Insert and choose Table from the drop-down menu.

Blank document with a circle around the Insert tab and an arrow pointing to Table in the drop-down menu.

Next, choose the required dimensions for your table and then input the data from your survey question into your new table.

Look at this example:

Table reflecting the results of survey question: two people chose purple, one chose blue, and two chose yellow.

### Step 3: Create a Chart to Display the Data

In this step, you will create a chart to display the data to your target audience: your peers. Click Insert then choose Chart from the drop-down menu. Options for your chart will appear. Choose the one that will best work for your data.

When you choose the type of chart you will use to convey your data, an example chart will be added to your document. In the top right of the chart, you will see a link icon with an arrow next to it. Click this and then choose Open source.

The option "Open source" circled in a list that also includes "Unlink," and "Linked objects."

When you click Open source, a spreadsheet will open in Google Sheets. This is where you will put the data for the chart. Be sure to add the correct labels. As you put the data into the spreadsheet, you will see the chart updating.

In your Google Doc, click Update in the top right corner of your chart.

This example chart is made from the data collected in the Step 2 example:

A pie chart made in Google Sheets indicating that 40% of respondents chose yellow, 40% chose purple, and 20% chose blue.

### Step 4: What to Submit

Submit your data table and chart to the dropbox.

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Location: Unit 6 Activity 2 "Can You Use Technology to Display Information?" Steps 2 and 3

Original Text: New Content

Updated Text: Many different forms of digital artifacts are shared with the world every day. As a reminder from the lesson, digital artifacts are any form of digital content or data that is created within an app. This can include various types of media, such as text, images, audio, video, and interactive elements like dropdown menus. Social media posts, blogs, TikTok videos, and other forms of digital content that include digital artifacts give people an outlet for creative expression and communication, and they often are used to share information with a wide audience.

In this activity, you will use productivity tools found in various publishing and word processing applications to create your own digital artifact! In doing so, you'll be able to use digital tools to communicate and display information to inform an intended audience.

There is a lot of flexibility in this activity—so be creative and have fun! You can create and design files in formats such as text, graphics, and video or audio files. You are not expected to spend more than one hour on this final activity. This activity will also be the final one in your portfolio. To set this up, simply create a new folder to save your favorite activities. Give it the title "Portfolio folder." You will be submitting this activity along with three other activities you completed. Be sure to pick activities you believe represent your best work in this course!

**Step 1: Determine Your Topic and Your Target Audience**

In a new word processing document, respond to the following questions (these responses are for your use only, not for submission):

- What topic most interests you?
- What information do you know about this topic?

From your responses, choose a topic. This will be your focus for the activity. Next, choose your target audience. The audience must be someone other than you alone.

**Step 2: Choose the Type of Content You Want to Create**

Once you identify your topic and audience, you need to decide what type of content to create. There are many options: short blog entry using word processing software, data-driven artifact using spreadsheet software, basic website, social media post, TikTok video, slideshow, etc. Review the information from the unit to determine what types of software or productivity tools you need to complete your digital artifact. For example, if you want to make a short video, presentation, or social media post, you may want to use resources such as WeVideo, Google Slides, or Canva.

**Step 3: Create the Content**

Now you're ready to create even more digital artifacts! Remember, the purpose of this activity is for you to try out resources and productivity tools—you do not need to be a pro yet! No matter what options you choose, you must demonstrate your ability to use both word processing and publishing applications to create digital artifacts.

Your digital artifact needs to include the following components: 1. At least one image. Remember, you can crop a picture to get rid of the parts of the image you don't need. Utilize what you learned in previous units to find royalty-free images or use your own. 2. Text. Include text in your project somewhere—for example, words in your social media post, presentation, etc. 3. The use of at least one keyboard shortcut during its creation. Text styling shortcuts can be very useful: make the text bold ( Ctrl + B ) or italic ( Ctrl + I ), or use Ctrl + C and Ctrl + V to copy and paste images or text. Review Lesson 3 for a full list. If you're stuck for an idea, take a look at this example. It's a mock social media post created on Canva and saved as a PNG file: Don't be afraid to try out new tools and make mistakes!

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#### Step 4: Save Your Work

Save your work in a format that works best, depending on the content you created. For example, if your content is already online because you posted a YouTube video or blog entry or because you created a simple website, submit a link to your content. On the other hand, if you created a mock social media post on Canva or content in a word processing program, save it to your device in the appropriate file format.

#### Step 5: What to Submit

First, submit the digital content and artifact you created for this activity. Second, choose THREE additional activities you completed in the course that you feel exhibit your best work. Submit these as well. All FOUR activities should be saved to your "Portfolio folder." Note: The four activities you submit should reflect work completed in at least THREE different formats. Did you create a video, slideshow presentation, poster, or word processing document? Did you submit a link to content you posted online? This will show off the range of your work!

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Location: Unit 6, Lesson 3, all paragraphs under the subheadings "Keep It Personal," "Blogs," "Websites," and "Photo Editors."

Original Text: New Content

Updated Text: Keep It Personal

So what kind of tools can we use to create content we want to share online? As we go, keep in mind that the productivity tools we'll be exploring are mainly for text and images. But don't worry—we'll explore multimedia tools like video editing software next. As a reminder, a digital artifact is something created or used on a computer or electronic device that represents or contains digital information. Blogs, websites, and photo editors are publication applications that can be used to create digital artifacts.

#### Blogs

Whether you're thinking about creating digital content as a career or just want a place to post your thoughts online, a blog is a great way to get started. A web-log or blog is a website where people share their thoughts or opinions on different topics or even teach people through their content. You can create digital artifacts such as pictures, videos, or audio on a blog.

Do your parents watch the news in the morning? Whenever there is a big news story, the details relayed by the news anchors may change, even minute-to-minute! As new information comes to light, it helps to have written logs of what we currently know.

For example, imagine an explorer has just discovered a strange new species of insect that can be turned into fuel to power cars. It could happen, and that news would likely cause a ripple through the media as we start to think about what this new source of fuel could do for the economy or environmental protection efforts. When the story breaks, government officials, news reporters, and the general public will want to keep updated with every new development. That's where a blog could really come in handy!

An oil company may decide to publish a blog page that tracks each new break in the story. After all, this insect could be a competing power source, so it's in their best interest to cover a story their customers will be interested in.

#### Parts of a Blog

If you decide to create a blog, you'll want to think about a few key parts. These elements might differ a little bit

depending on which service you use to create your blog. The various parts of the blog are also considered digital artifacts. You can create and include:

#### Header

The header is the top section (or sometimes the title) of the web page. The header is what grabs your viewer's attention when they visit the page.

#### Banner

Banners are usually a strip of color and text that extends across the top of the web page. They are often used for advertisements. If you are using a free blog or website service, you may not be able to change the banner if the service uses it for ads.

#### Navigation Pane

The navigation pane helps visitors navigate a website. In some cases, the navigation pane may be a vertical section on the left side of the screen. On other sites, it may appear as a dropdown menu in an upper corner of the page. Most navigation panes feature a Home button that takes users back to the website's landing page and an About button that directs visitors to a page that tells them about the site and the people who created it—that could be you!

Now, going through all the steps to create and format these parts of a blog could very well be its own semester-long course! If you ever feel stuck designing these parts of your blog or website, make sure to use the built-in help features from the service you are using.

#### Adding Graphics

Did you know that most people can process visual information 60,000 times faster than they can process words? Let's harness the power of images! Thankfully, lots of tools come with pre-loaded animations and graphics. If you're using Microsoft PowerPoint, for example, the Animations tab provides you with several fun options to animate presentations. Use the search bar or self-help features available in whatever program you're using to learn how to create graphics in that program.

#### Websites

This tool should come as no surprise to us. A website is a collection of digital pages that are linked together and share a domain name. There's a website for almost every product, service, idea, or task we can think of. What websites have you used before? Probably your school's website and maybe the website of a club you belong to or a sport you play. As we know, you have to buy a domain name to give your website a name. Remember that the domain name is what appears in between the "www" and the ".com" or whatever suffix the site uses. Domain names aren't too expensive, but the challenging part is finding a domain name that hasn't been claimed yet!

While most website editors offer basic services for free, you can also opt for paid versions that give you additional features. However, if you are just learning how to create a website, the free version will be plenty.

Websites also use many forms of digital artifacts. These include the text on the website itself, images, videos, audio elements, hyperlinks, digital forms, buttons, navigation menus, interactive maps, and widgets.

Let's imagine you would like to use a website building productivity tool to create your own digital artifacts. How would you go about this? The answer is simple. You could add your own words in the form of text to create content for your website. This can include blog posts, journal articles, product pages, or even about pages. You could even use graphic design tools to create/edit images to meet the goals for your website. Videos could also be imbedded into your website to better show your purpose. Hyperlinks can be created to send the website user to a different part of your website or an external source. These are just a few examples in the seemingly endless ways to use a website building productivity tool to create your own digital artifacts!

## Photo Editors

We know that when it comes to online content, a picture is worth about 60,000 words. So how can we make sure our pictures really stand out? One way to do this is to use the digital artifacts available to you. These digital artifacts include the final image after the use of filters, crop tools, resize tools, brushes and drawing tools, text, layers, selection tools, retouching tools, and effects. Have you seen those posts with perfect, flawless images of people’s houses or scenic landscapes? It turns out the actual houses and landscapes are not so perfect, but the content creators often have a clever tool in their kit—a photo editor which can be used to create digital artifacts. Photo editors like Canva, Photoshop, Google Draw, or Pixlr let you change different features of a photo before you publish it online or share it with friends. Most smartphones have photo-editing apps on them, so you are probably familiar with a lot of their features like changing the brightness, rotation, or size of a photo. More advanced photo editors let you blur out unwanted items in a picture, add special effects, or even remove something—or someone—completely out of the picture! We can remove parts of a photo by cropping it (trimming it). Let’s say you are taking a group photo with friends at a restaurant. After the picture is taken, you notice that there are way too many people you don’t know in the background. Simple fix—open the photo in your phone’s photo editor and crop the photo so that only your friends appear.

## Publisher: Learning.com

### Technology Applications, Grade 6

#### Program: *Learning.com TechApps for Texas: TEKS*

Component: *Learning.com TechApps for Texas - Grade 6*

ISBN: 9798987398265

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.  
2. View the slide/notes on slide: 10

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 1: Preparation:

Review everything involved with this lesson.

Slide 2: This slide does not have to be read, but if needed, should be explained in student-friendly language. Students will be working together to learn how to break apart topics and find out what information is important to finding the patterns.

Teachers could say, “We will define and analyze how to problem solve everyday activities by breaking them down through a step-by-step process.”

(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

6th Grade

(A) decompose real-world problems into structured parts by using visual representation;

(B) analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data;

(C) define abstraction and distinguish between generalized information and specific information in the context of solving a problem or completing a task;

(D) collaborate with others

Slide 3: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of where they think they would use: Decompose in their life.

3. Possible answers: School, science, math, how to build something...

Slide 4: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of where they think they would or use: Pattern Recognition in their life.

3. Possible answers: music, math, sports, converting measurements, face detection, and fingerprint analysis

Slide 5: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of where they think they would use: Abstraction in their life.

3. Possible answers: Filtering information, baking a cake-following the instructions, getting ready in the morning-outfit combination, driving, listening to music- knowing how it all works and filtering out what is not needed.

Slide 6: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of where they think they would use: Algorithms in their life.

3. Possible answers: Tying your shoes, following instructions, classifying objects, putting furniture cabinet together, instructions for a bicycle, etc.

Slide 7: Have students in groups of three, one person is responsible for a word. They will showcase their word to their group on a rotation basis.

Use large chart paper for them to write their answers on. Have them choose a scribe or the notetaker.

A. Each group will give examples for their word without using the word.

B. Find images that support each word and explain why. Draw them out.

C. Use the words in at least one sentence.

Have them share out their responses with them choosing a speaker of the group.

Slide 8: Teacher goes over: Being able to turn a complex problem into one we can easily understand is a skill that is extremely useful.

It's a skill you already have and probably use every day.

Teacher says:

What decisions do you need to make when planning to do something?

Think about it might be that you need to decide what to do with your group of friends.

If all of you like different things, you would need to make some decisions.

Now, create a list of questions that you need to ask yourself when planning to a group friends activity.

Give them time to write some questions down, then have a group discussion.

Slide 9: Now this slide will see if they projected what their thoughts were.

Discussion from previous slide:

Teacher says: In groups have them plan out on paper or chart paper.

What might be that you need to decide what to do with your group of friends.

If all of you like different things, there are decisions that need to be made:

What you could do?

Where you could go?

Who wants to do what?

What you have previously done that has been a success in the past?

How much money you have and the cost of any of the options?

What the weather might be doing?

How much time you have?

From the discussions and thinking out the likes and dislikes, you and your friends could decide more easily where to go and what to do. This is a way to keep most of your friends happy.

To collect and analyze the information or data, you could use a computer, spreadsheet, poll, questioning form. This will guide you to the best way to move forward with a decision.

Slide 10: Review the vocabulary of Decomposition- This is a word many students may be unclear about and unused to hearing.

Teacher says:

Why is decomposition important? Possible answers: break apart, tear down, deconstruct

Problems are much harder to solve if you do not decompose the problem at hand. Trying to deal with the entire problem all at once makes it much more difficult without placing them into a number of smaller problems.

Breaking it down into smaller parts helps you examine each one in much greater detail.

Look at the column about Brushing your Teeth. Are there any questions you would add? Possible suggestions: How do you floss? How long do you use mouthwash? What is the best way to squeeze the toothpaste tube? Why do you need to brush in circular motions?

Lastly, how do detectives look at solving a crime? They also use decomposition to help them take what they see and break apart the crime scene into smaller details. What other details should we be looking at? What would you add to our list? Possible suggestions: Have there been similar crimes? What about similar crimes in the local area? Who was involved? What time of day did the crime happen?

Slide 11:

Teacher says: Abstraction- process of filtering out information that is not important. So we are going to look at how we make cupcakes. I want you to look at the steps and identify what items we need to leave out or not think about. Answers: Turning on the stove. Getting a mixing bowl to mix your ingredients. Do not think about how the oven works to heat the cupcakes. Don't analyze what is in the cake batter mix. Just know that once the batter is in the oven the cupcakes will bake, without understanding the inner workings of the oven. Letting them cool could be more of a common sense perspective but helpful to know.

Yes, all of those are "tasks" that you know you need to do but you filter those things out and focus on the items are required. Like you know they have to cool at the end so you can add the icing. You also can take out how to turn on the stove as you are not focusing on how the stove works to make cupcakes.

Slide 12: Teachers says: Review the definition of: Algorithms- is step by step instructions

We use algorithms everyday of our lives. Like a linear process where you are following a specific set of instructions or complex ones where there are many decisions to make for the action to be completed.

In pairs I want you to list everyday events where you follow step by step instructions- linear or complex. They do not have to be written down but could also be things you do physically without writing them down. Possible answers: tying your shoes, getting ready for school, pouring or getting a drink, cooking...

Teacher says: You will be assigned a group and will create instructions to follow to complete your task. Walk around and see what directions they go in and listen to their thoughts and discussions of how they proceed the different topics.

Slide 13: Review everything involved with this lesson with the students. Use the images to go back and review how we explore and design real-world problems by collaborating with using visual representations providing a solution.

Decompose- Breaking apart items

Pattern Recognition-Needs patterns of pictures or graphs to analyze

Abstraction- What do things look like and pick it apart

Algorithms-step by step instructions

Using a journal, online form or poll, parking lot using post it notes they will add what they have learned about Algorithm Problem Solving. Teacher says: I want you to reflect on what you have learned today with how algorithm problem solving

is used everyday in your life. Pick one experience during this lesson that was like an Ah Ha moment or changed your way of thinking how you follow directions or complete a task. Make sure to answer in complete sentence(s).

Updated Text: Slide 2: (1) Computational thinking--foundations The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

(B) analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data

(i) analyze the patterns found in visual representations

(ii) analyze the sequences found in visual representations

Slide 3: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of patterns.

3. Possible answers:

natural patterns: seasons, symmetry in leaves, animals, etc., waves, snowflakes

created patterns: fabric designs, schedules, street layouts, trends

Slide 4: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of sequences.

3. Possible answers:

Words: Each word has a specific spelling which is defined by one letter following another. When letters don't follow in the correct order, usually that means there is a mistake in the spelling sequence.

Days of the week: Tuesday always comes right after Monday and Thursday never ever happens on the day after Sunday.

This is a sequence.

Digits of pi: Pi is famously a mathematical constant that has a specific sequence of numbers. 3.1415

Slide 5: 1. Introduce the words and read the definitions for each slide.

2. Ask the students to talk with their partners or groups for examples of where they think they would use pattern recognition in their life.

3. Possible answers: music, math, sports, converting measurements, face detection and fingerprint analysis

Slide 7: Weather is full of patterns! By studying these patterns, we can start to predict or forecast the weather in the future. For example, a pattern you may have caught on to without studying meteorology is that dark clouds signal rain.

No clouds signals direct sunlight and heat!

Teacher asks students:

What weather patterns do you see over the 5 days?

What temperature patterns do you see over the 5 days for lows and for highs?

What types of breaks do you see in the pattern and when does it happen?

Possible answers:

It is mostly hot the whole week, or

it is sunny for 2 days then thunderstorms for 2 days

there is minimal impact for 3 days

The lows are in the 70s

The highs are in the 100s

Monday has lows in the 80s

The pattern changes from the first 2 days to the second 2 days, and then Monday

Slide 8: Heat is the leading cause of weather-related deaths in the United States over the 30-year period from 1991 to 2020. Credit: NOAA

Teacher asks students questions such as:

What pattern do you see regarding weather related deaths in 2020 to the 10 year average?

Possible responses:

-highest number of deaths with flooding, tornadoes, and heat, wind, rip currents

-Hurricane deaths are higher in 2020 than the 10 year average

What pattern do you see regarding weather related deaths in 2020 to the 30 year average?

Do you see a difference in the pattern for the 10 year over 30 year averages?

Do you see a pattern of the highest deaths to a type of weather event?

Slide 10: Remind students that a sequence is a specific order in which related things are arranged.

Tell students: This is a visual representation of the scientific method.

Discuss with students how the method contains various sequence options.

What is the purpose of this sequence of steps?

The sequence guides us in scientific inquiry

What are some of the key actions that could repeat as a sequence?

Identify the problem > Gather Data > Hypothesis

Identify the problem > Gather Data > Hypothesis > Test the Hypothesis (Experiment) > Does the New Data Agree?

Does the New Data Agree > Hypothesis > Test the Hypothesis > Does the New Data Agree?

Describe the actions for a set of sequence of events.

Repeat to include one more possible sequence.

Choose a possible sequence (see answers for question 2).

Slide 11: This is a visual representation of sequences of actions that can be taken to focus while you are distracted.

Teacher asks students:

Describe the actions for one of the sequence of events.

Responses will vary.

What is the sequence of events that will get you to Reading a Book?

What is the sequence of events that will get you to Spend 10 Minutes a Day Decluttering?

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9-12

Location: 1. Click the play button

2. Click play button to start slide show

3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen.

4. Move forward and listen to the audio on slides: 9, 10, 11, 12

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Page 1: [Image of a graph of the average global temperatures] Analyze the data above. In which year does the temperature begin to rise and never lower (a sequence of rising temperatures)?

Which sequence of years includes the lowest average global temperature? [multiple choice options: 1880-1900, 1920-1940, 1960-1980, 2000-2020]

Page 2: [Image of the average hare and lynx populations from 1050 to 1900] Think About It! Lynxes are a type of medium-sized wildcat, known for their cute tufted ears and short tails! Their name comes from a Greek word that refers to their

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reflective, shining eyes. Lynxes mostly eat hares. Hares looks like rabbits (and they're related), but they are actually a different species!

Because lynxes primarily prey on hares, their populations are very closely related. Any change in the hare population can cause a change in the lynx population, and the opposite is true too!

Analyze the data in the above graph.

In your own words, explain the relationship shown in this graph. What sequences do you see repeating? What do you think causes these sequences?

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: 1. Click the play button

2. Click Get Started button to begin the lesson

3. Complete activities 4, 7, 8, 11, 13, 14 by advancing to the activity using the grey circles above the activity window.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Slide show focused on teaching students a set of debugging techniques, analyzing how to use each technique, and practice using each technique to investigate or solve a bug

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Link to Current Content:

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Current Page Number(s): 1

Location: 1. Click the play button

2. Click Get Started button to begin the lesson

3. Complete activity 10 by advancing through the gray circles at the top

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Slide show focused on analyzing the benefits of using iteration in algorithms

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Current Page Number(s): 1

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- Location: 1. Click the play button  
2. Click Get Started button to begin the lesson  
3. Complete activity 12 by advancing using the gray circles at the top

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: What is a benefit of using iteration (loops) in a program?

Where did you use iteration (loops) in your Acrostic Poem project?

How did it improve your program?

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Link to Current Content:

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Current Page Number(s): 1

- Location: 1. Click the play button  
2. Click Get Started button to begin the lesson  
3. Complete activities 7, 8 by navigating in the gray circles at the top of the screen

Link to Updated Content:

[View Updated Content](#)

Original Text:

- 1: Preview Explore an example of the project that students will create  
2: Sprite Create a sprite  
3: Dot Notation Interactive demo showing how to give sprites unique variable names and assign commands with dot notation  
4: Check for Understanding 3 multiple choice questions focused on dot notation  
5: New Name Change the sprite's variable name and update dot notation  
6: Name Edit the .say() text  
7: Storing Values in a Variable  
Interactive demo showing how to store values in variables and use the variable as an argument in commands  
8: Use the Variable Replace the string in the say command with a string variable  
9: Debugging 1 Debug an error caused by placing quotation marks around a variable  
10: Debugging 2 Debug an error caused by a missing + sign  
11: Favorite Color Create and update a string variable  
12: Wait & Say Pause the stage before the sprite continues to speak  
13: Debugging 3 Debug a logic error caused by a missing space in a string  
14: Next Line Edit the new say text  
15: Color Variable Use string concatenation to add a variable after the string  
16: Debugging 4 Debug an error caused by using a variable before creating it  
17: More Lines Pause the stage before the sprite continues to speak  
18: Both Variables Replace the new say string with a string variable  
19: Cool Outfit! Use string concatenation to add a string after the variable  
20: Debugging 5  
Debug an error caused by placing a variable outside a command's parentheses

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- 21: Finish the Line Use string concatenation to include a string variable in the say text
- 22: Check for Understanding 3 multiple choice questions focused on variables and string concatenation
- 23: Extend Extend the project by changing a variable's value, and adding more dialogue and another sprite who speaks.
- 24: Create  
Create a custom Name Game animation

Updated Text: Lesson Plan / Intro Slides / Slide 2:

Today, you'll

Label and define variables

Use variables to store string values

Use string concatenation to join strings

Use string concatenation to join strings and string variables

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Link to Current Content:

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Current Page Number(s): 1

Location: . Click the play button to launch the item.

2. Click the Student Preview button in the upper right corner.
3. Click the Start button.
4. Click the page number at bottom of screen and move to page 1.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1: Design a new Bicycle

Think about how a bicycle works and its functionality. Use the design process, goal setting and personal character growth to design a new and improved bicycle.

Think About it!

Setting goals helps you stay organized and can motivate you to continue.

Setting goals makes you more likely to reach your goals.

Making progress towards your goals helps raise self-confidence and self-esteem.

Page 2: Step 1: Set SMART goals

Remember: SMART goals are:

Specific

Measurable

Attainable

Relevant

Timely

Type your SMART goals below that you will use to design a new bicycle.

Page 3: Step 2: Begin Planning

Think about your new bicycle design using the sample questions below. Type your ideas in the box below.

1. What do we want to change?
2. Who is it for?

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3. What do we want to accomplish?

4. Ask your own questions.

Page 4: Step 3: Use your ideas for a new bicycle design and begin drawing. Use your district approved digital tool or draw on paper.

Share the location of your drawing in the box below.

Page 5: Step 4a: Thinking About Challenges

What challenges did you face during the design process?

How did you resolve these challenges using goal setting?

Step 4b: Get Feedback and Redesign

Share your design with someone else and ask for feedback.

Take notes about the feedback they provide.

Does their feedback create new challenges for you?

How will you change your design based on these new challenges?

Share your responses in the box below.

Page 6: SMART Goal Check:

Remember: SMART goals are:

Specific

Measurable

Attainable

Relevant

Timely

What SMART goals have you used so far? How have the SMART goals helped you resolve challenges in the design process?

Share your ideas in the box below.

Page 7: Step 5: Evaluate

Evaluate your design by explaining why you made the specific changes.

Share your ideas in the box below.

Page 8: Wrap Up

Remember: SMART goals are:

Specific

Measurable

Attainable

Relevant

Timely

What SMART Goals did you set that you feel made you successful?

What did you learn from this design process?

Updated Text: Page 1: You are planning a road trip from Dallas, Texas to Nashville, Tennessee in June for a week.

You have created an itinerary below:

1. Will take about 10 hours to drive there.

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2. Start early morning on Monday.
3. Stopping in Memphis to look around.
4. Eat lunch there.
5. Should arrive in Nashville late Monday evening.
6. Will select a hotel when arriving.
7. Sites to see: Music Hall of Fame Museum, Broadway street and other places.

Drag and drop the statements for which ones are challenges that still need to be resolved and which ones are goals set for the road trip. [Options: The plan is to spend a week in Nashville., Will stop when needed and multiple times as needed., Planning on choosing a place to stay when I arrive., Selected three places that I have to eat in Nashville., Luggage will be packed with my favorite outfits., Going to make it to Memphis in 6 hours for a halfway point., My car is reliable not expecting any concerns., I have a list of all the free activities to go to., The gasoline budget is \$250 round trip.]

Page 2: Drag the character traits that would help you be the best person on helping plan a road trip. [Options: Be open minded, Focused on what you want to do, Listening to options without being judgemental, Use your budget skills, Everyone in the group rates what they want to do, Not listening to changes if needed, Just pushing what you want to do]

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Link to Current Content:

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Current Page Number(s): 2

Location: 1. Click the play button to launch the item.

2. Click student preview in the upper right hand corner of the screen.

3. Click the start button.

4. Read the directions and questions on page 2 by clicking the 2 at the bottom of the screen.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1: Vocabulary matching activity

Page 2: Creating a new bicycle:

Step 1: Working with a partner, discuss how a bicycle works and its functionality. Using the questions below, begin defining a problem, and any changes that need to be made. Use the workspace within this practice to document your ideas.

1. What do we want to change?
2. Who is it for?
3. What do we want to accomplish?
4. What is the goal?
5. What digital tools are needed to create it?

Step 2: What type of digital tools are needed in creation of the design or for bicycle changes?

Page 3: Implementing the bicycle design:

Step 3: Working with your partner, taking the bicycle design you will draw out the changes using a digital tool.

Step 4: Compare and contrast your design to the original bicycle. Think about which items stay the same, technology or changes in overall look.

Step 5: Evaluate the bicycle design by explaining the outcomes created to implement the design.

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Copy and paste a link for your work in the box below.

Page 4: There are many industries that use the design process to complete projects. Select which industries would use the design process to complete their work.

Select two of the industries that use the design process, explain how each one would use it to complete a project. Make sure to compare the similarities and differences, which digital tools would be productive and the outcomes each industry would produce.

Updated Text: Page 1: When have you used the design process before? Have you ever used a digital tool like word processing or presentation software to map out your design process?

Turn and talk with a partner for five minutes about a time you used digital tools to create a design process. How did it go? Was the design successful? What would you change if you did the project again?

You will be using school approved digital tools to create a design process for your project. Your goal will be to invent a game for elementary aged children. Using either a presentation software or a word processing software, map out your design process for the project. You should include a section for your problem, possible solutions, a model, revisions to the model, and the final solution.

1. What problem are you solving with your design? Type your answer below and into your digital tool.
2. What are some possible solutions to the problem? Brainstorm your ideas in the digital tool you are using and paste them here. Set a timer for five minutes while you brainstorm.
3. Using a school approved digital tool that can create games, make your first model. Using your design plan tool, include your game in the model section of your plan. When you are finished, a classmate will review your game. Build your first model for twenty minutes.

Page 2: 4. With your finished model, trade games with a classmate and try them out. Tell your partner about the game so they know how to play. Compare and contrast your games from one another. When it is time for you to play their game, evaluate it to see if it includes a digital tool and if it would be fun for a family to play. Give your partner one suggestion on how to either improve their use of digital tools or how to improve how entertaining the game is.

5. What suggestions did your partner give you for your game? Write them down in your digital tool along with how you will improve the game. Paste your answer here.

6. Using your partner's suggestion, make the final draft of your game. Work for ten minutes on your final draft. With your digital tool, include your game in the final solution section.

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Link to Current Content:

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Current Page Number(s): 5

Location: 1. Click the play button to launch the item.

2. Click the Student Preview button in the upper right corner.

3. Click the Start button.

4. Click the page number at bottom of screen and move to page 5.

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1: You now understand the role of technology throughout history. You know it has impacted many things, right? Answer the questions below.

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Choose an interesting technology topic.

Example: Hieroglyphs

How do you think that technology has changed from the beginning?

Example: Hieroglyphs told stories or shared information with others. Today, we use emojis in messaging to share thoughts and ideas.

What "global trend" do you think has impacted technology?

Example: The global trend that impacted hieroglyphs could be wanting to communicate better.

Page 2: Directions

You are the host of a popular technology podcast, "What the Tech." This week's episode is about global trends in technology and the impact. You are in charge of leading a small group discussion with your peers for the podcast episode. First, you must choose a technology. Then, research. The focus of your research should be on the impact of the technology and changes it went through. Write your interesting facts and discussion question(s) on a notecard or piece of paper, so you can be prepared for your podcast episode.

Choose a technology that excites you.

Research the technology and how it has changed through the years, using the library, interviews or online resources.

Design one engaging discussion question.

Part 1

Choose one of the technology topics below that you are thinking about researching.

Part 2

Describe what your technology was like when it was first invented.

Example: The telegraph let people talk from long distances. They sent messages written in morse code.

Describe what the technology is like now.

Example: Morse code is now rarely used as a form of communication. The telephone and the internet are more common.

Explain how it has changed.

Example: When the telephone became more common, it was used more than the telegraph. People liked talking on the phone more than sending coded messages.

What were some of the global trends you found? How did they affect your technology?

Example: Social media is a global trend. It affected how the internet was used. People began to build communities online.

Part 3

Create a discussion question that you will ask and lead during your podcast. Write your discussion question down on your notecard.

Example: What has \_\_\_\_\_ allowed us to have today?

Any other information that is interesting. Write this down on your notecard to share with your small group.

Select an area of study that interests you.

Think about the technology used in your area of study. What is one emerging technology that is used with it?

Example: The internet is used in math.

How did your emerging technology change your area of study?

Example: Math problems can be solved faster with the use of the internet. Online tools can be used to solve problems instead of relying on mental math. There are many online calculators that aid in solutions.

Updated Text: Digital stories are just like stories except they include technology. A digital story can include images, text, narration, video clips, and music. With a digital story, your capabilities are endless. What could you accomplish with a digital story that you couldn't with traditional written stories?

Using a word processing tool is a common way to create a digital story. You can type and illustrate the story using software. What if you wanted to use presentation software instead to create your digital story? Or even if you find a web based tool. How could you transfer the knowledge and skills you learned from one software to using a newly encountered technology.

#### Step 1 - Brainstorm

You will be creating a digital story using at least three forms of technology. You can include written text, images, narration, video clips, or music. Set a timer for five minutes and write down all the ideas you have for your story. Try to write continuously for the whole five minutes.

#### Step 2 - Draft

Now you need to transfer your story ideas into a digital story format. Set a timer for five minutes and write down each technology you will use. Explain how each technology will work to enhance your story.

#### Step 3 - Create

Now you can create your digital story. Using your district approved word processing application, create the first draft of your digital story. Set a timer for fifteen minutes while you work.

#### Step 4 - Critique

Now that you have a draft for your digital story, trade with a partner and look at their story. When you are finished with each other's stories, offer one suggestion about how they can better use technology within their story. In the box below, type the suggestion your partner gave your story and explain how you will use the suggestion.

#### Step 5 - Finalize

Using your partner's feedback, revise your digital story for five minutes.

#### Evaluate your experience

Great job creating your original digital story. Think about how you used and the word processing software to create your digital story.

Now you will create the same digital story using a district approved presentation software.

When you are done, turn both copies (word processing and presentation) of your digital story in to your teacher. In the box below, type where you submitted your work.

#### Transferring Knowledge

Thinking about the writing process and the two different types of software you used to create your digital stories. What did you do to transfer your knowledge from using one type of software to using the other type?

How would you use that same type of knowledge and skills if you encounter a new technology that you were not familiar with?

Type your response in the box below.

**Component: *Learning.com TechApps for Texas - Grade 6***

ISBN: 9798987398265

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4,5,7

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.  
2. View the slide/notes on slide 4,5,7

Link to Updated Content:

[View Updated Content](#)

Original Text: Slide 4: The Design Process

1. Empathize- Thinking or caring about other people's feelings
2. Define- Specify and articulate the problem based on feedback from the empathize phase
3. Ideate- Strategize different ways to solve the problem that fit the user's needs
4. Prototype- Build models of sample solutions
5. Test (plus improve)- Try the prototypes, experiment with them, and seek feedback

Slide 5: What's the Problem?

Remaking Classroom Supplies

Students across the state are taking classes in buildings designed for the 20th century, and as such are using supplies that may be limiting their potential.

You will select any item typically found in your school and try to improve on its design. How can you make this item universally accessible for all students?

Slide 7: Empathize

Take time to think about a variety of items, and how certain students might use them differently.

Will all students have access to this new and improved item?

What might this change mean for students and teachers?

Will this new item reflect your personality and the intended user's?

How did you use tolerance to develop in the design process?

Set your goal, and don't be afraid to take risks and make mistakes!

Updated Text: Slide 4: Road to Success

Goal Setting - Keep the end in mind and determine a plan to get there

Character Growth - Develop strong qualities and values to guide your behavior

Independence - Make decisions and solve problems without relying on others

Slide 5: Think About It

Setting goals helps you stay organized and can motivate you to continue

Setting goals makes you more likely to reach your goals

Making progress towards your goals helps raise self-confidence and self-esteem

Slide 6: Setting SMART Goals

Specific

Measurable

Attainable

Relevant

Timely

Talk to students about what it means to set SMART goals to guide them as individuals and for the work they do. SMART goals can also tie to school and school work.

Discuss each step in setting goals. Remind students that once they set their goals, these could change along the way as they learn more.

Specific = defining your goal in detail

What do you want to accomplish?

Why is the goal important?

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Who is involved in the goal?

Are there any obstacles that might impact your goal?

Measurable = determine how you will measure successfully meeting this goal

How much?

How many?

How will I know if I met the goal?

Attainable = be realistic with the goals you set

Am I able to put in the work to reach this goal?

Do I have access to the tools, resources, knowledge, skills to reach this goal?

Relevant = make sure your goal is results-oriented

Does this goal help you advance or improve in some way?

Timely = set a deadline and use it to monitor your progress

What is your deadline or due date?

How will you define the time to completion (ex. hours, days, months, etc.)?

Slide 8: What's the Problem?

Notes:

Supplies needed: large sheet of paper and several different colored sticky notes.

The teacher should provide a large sheet of paper (11x17) and different colored sticky notes to each student.

Students will write the problem in the center of the paper and generate ideas of the different items they might select.

The color coded sticky notes should help to keep track of each new idea or problem that students are working on.

Once students have defined the problem to address, have them set SMART goals to help find a solution to the problem.

Once each student has defined their SMART goals, have them pair/share to discuss with another student and edit goals as needed.

Tell students that they should revisit their SMART goals often to ensure they are on target.

Moving forward, students will refer to the previous slide to utilize all aspects of the design process while trying to reach their goal.

Slide 16: Review Your SMART Goals

Specific

Measurable

Attainable

Relevant

Timely

Have students review their previously written SMART goals.

Were they successful in meeting all of their goals (why and why not)?

Which goals needed to be modified along their Road to Success?

How did setting goals help you resolve challenges encountered during the design process?

How did using goal setting and personal character growth help you to have the confidence to resolve challenges encountered during the design process?

**Component: *Learning.com TechApps for Texas - Grade 6***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8,10,12

Location: 1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation.

2. View the slide/notes on slide 8, 10, 12.

Link to Updated Content:

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## [View Updated Content](#)

Original Text: Slide 5: What is Design Thinking?

Notes:

1. The Design Thinking Process is widely used for developing and improving ideas. The process helps creative teams keep the customer's needs as their main focus. The process helps them to solve problems someone using a product has experienced or may experience in the future.
2. The basic principles of the Design Thinking Process are focused on understanding the customer's needs, identifying a problem to be solved with creative collaboration to arrive at the best solution. Once a solution is developed, the design team can implement and test the solution.
3. In this discussion, we'll review the common steps found in most Design Thinking Processes. There are different variations but most include some combination of these steps.

Slide 6: How does it work?

1. to better understand people's needs
2. to improve upon a customer's experience
3. identify solutions to problems
4. test ideas for customer experience improvements
5. to improve upon the user experience
6. There's a popular saying, "The first draft is rarely your final draft."
7. The design thinking process is what we call a non-linear process, which means the steps do not flow in a straight line.
  - a. Empathy is when you understand and share the feelings of someone else in this process understanding a problem from someone else's perspective helps define the problems that person might experience
  - b. Once the problems are defined, teams collaborate to target one problem to solve
  - c. Next teams brainstorm, or ideate creative solutions
  - d. Then, teams can build a prototype to eventually be tested
  - e. However, it is possible that during the prototype step a new idea is sparked
  - f. The testing phase will reveal discoveries of new problems or challenges that take the team back to the defining a new target problem or new ideas can arise from testing as well as new knowledge about the user
8. That's the great thing about The Design Thinking Process- it's okay to fail!
9. You can have as many do overs as you need to be successful.
10. In plain English, the result is success when testing a prototype and sometimes the team needs to go back to the drawing board and revise their solution.
11. Discuss: Turn and talk: Use the diagram to explain to your partner how one step in the design thinking process can result in new ideas.

Slide 8: Empathize

Notes:

1. Industry connection: In the fashion and home goods industry, designers often use hands drawings to ideate- some use paper and some use drawing programs:
  - a. to helping those who are more business minded to visualize the creative process
  - b. to identify target markets for designs

Updated Text: Slide 4 (New): End Goal = Created Product

The Design Thinking Process will get you to your end goal.

Teacher note: throughout this lesson, opportunities have been embedded for hands-on practice with digital tools, presentation of ideas, and receiving student-generated feedback. If time constraints prevent completing every digital tool experience, teachers may need to decide if they want to do all suggested activities or select a few to be completed offline.

Have students work in small groups as you will guide them through the design process to create a final product. The last step in this lesson has students use digital tools to compare, contrast, and evaluate the outcomes—using the design thinking process to create their final product. At each step of the process, there is a built in opportunity for students to reflect on that phase of the process which will help them to have resources to return to when they reflect on the entire process.

Before beginning, provide students with post-it notes and have them use one color for each step in the design process. These colors are an example breakdown. Use what you have access to.

Yellow = Empathize

Red = Define

Green = Ideate

Blue = Prototype

Pink = Test

Discuss with students how digital tools can also be used as part of the design thinking process. Let students know that after each step (slide) discussion, they will discuss which digital tools might be a benefit to use for this phase of the process.

Slide 5: What is Design Thinking?

Notes:

1. The Design Thinking Process is widely used for developing and improving ideas. The process helps creative teams keep the customer's needs as their main focus. The process helps them to solve problems using a product that someone has experienced or may experience in the future.
2. The basic principles of the Design Thinking Process are focused on understanding the customer's needs, identifying a problem to be solved with creative collaboration to arrive at the best solution. Once a solution is developed, the design team can implement and test the solution.
3. In this discussion, we'll review the common steps found in most Design Thinking Processes. There are different variations but most include some combination of these steps.
4. As a class, discuss a list of hardware, software and application tools that would be useful for this process.
5. Then compare and contrast the pros and cons of each one having the students determine what works for them in the outcome.
6. Have the class choose at least one favorite and a 2nd best.

Slide 6: How does it work?

The teacher will have the class discuss the following:

1. Does the digital tool help others to better understand people's needs?
2. Does the digital tool help improve upon a customer's experience?
3. Students will need to identify solutions to any problems that arise or that they see.
4. Students will need to test ideas for customer experience improvements.
5. Students will need to look into improvements upon the user experience.

The teacher will stop them after 15 to 20 minutes of working to bring them to think about the following:

There's a popular saying, "The first draft is rarely your final draft."

6. The design thinking process is what we call a non-linear process, which means the steps do not flow in a straight line.
  - a. Empathy is when you understand and share the feelings of someone else. In the design process, understanding a problem from someone else's perspective helps define the problems that person might experience
  - b. Once the problems are defined, teams collaborate to target one problem to solve
  - c. Next, teams brainstorm or ideate creative solutions, also comparing and contrasting the brainstorm items
  - d. Then, teams can build a prototype to eventually be tested
  - e. However, it is possible that during the prototype step a new idea is sparked
  - f. The testing phase will often reveal discoveries of new problems or challenges. This requires the team to revisit previous steps in the process to define the new target problem. Additionally, new ideas can arise from testing and feedback from users may provide new knowledge about the user
7. That's the great thing about The Design Thinking Process- it's okay to fail!
8. You can have as many do overs as you need to be successful.
9. In plain English, the goal is success when testing a prototype, but sometimes the team needs to go back to the drawing board and revise their solution.
10. Discuss: Turn and talk: Use the diagram to explain to your partner how one step in the design thinking process can result in new ideas.

Slide 9: Empathize

Notes:

1. Industry connection: In the fashion and home goods industry, designers often use handmade drawings to ideate. Some use paper and some use drawing programs.

2. Value of empathizing with customer:

a. Visualize the creative process

b. Identify target markets for designs

Slide 17: End Goal = Created Product

The Design Thinking Process will get you to your end goal.

Notes:

Have students continue to work in their small groups for this last step. Students will use their notes and district approved digital tools to compare, contrast, and evaluate the outcomes from using the design thinking process to create their final product.

Discuss with students how digital tools were used as part of the design thinking process.

**Component: *Learning.com TechApps for Texas - Grade 6***

ISBN: 9798987398265

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: 1. Click the play button.

2. Click play button to start slide show.

3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen.

4. Move forward and listen to the audio on slide 16 from 0:36-1:32.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Description

In this teacher led discussion, students transfer their current knowledge to the learning of newly encountered technologies.

Objectives

Transfer current knowledge to the learning of newly encountered technologies

## **Publisher: Typing.com**

### **Technology Applications, Grade 6**

**Program: *Typing.com: 6th Grade TX: TEKS***

**Component: *6th Grade***

ISBN: 979898777176108

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Coding>Using Code to Grow a Beautiful Garden

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: This lesson will be updated for grades 3-6. The updated content can be seen in the URL for updated text.

**Component: 6th Grade**

ISBN: 979898777176108

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Computer Applications>Entering & Editing Data

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: This lesson will be updated for grades 3-6. The updated content can be seen in the URL for updated text.

## **Publisher: eDynamic Holdings LP**

### **Technology Applications, Grade 7**

#### **Program: *Middle School Tech Apps Grade 7: TEKS***

**Component: *Middle School Tech Apps Grade 7***

ISBN: 9781959433569

Link to Current Content:

[View Current Content](#)

Location: Unit 3 Activity 2 "How Can I Use a Flowchart to Show a Series of Events?" Steps 2, 4, and 5

Original Text: New Content

Updated Text: Step 2: Build Your Flowchart

Time to create your flowchart! Return to Lucidchart to create it. Lucidchart allows you to work collaboratively on flowcharts and similar documents, so it's perfect for team projects too! Learning how to use collaborative tools now, even on personal projects, will prepare you for larger projects in the future.

Review Lessons 3 and 4 to remember how to decompose, or break down, your initial problem, or in this case your process, into smaller steps that you can map out into a timeline.

Your flowchart will need to show the series of steps taken to reach an end result, along with a chronological timeline of events and expected completion date or time. (The process of creating a piece of software, for example, might take months. While the process of upgrading a computer might take minutes or hours.) This could be within the flowchart itself or a separate chart. If you use a separate chart, such as a pie chart (to visualize how much time each task will take) or a Gantt chart (to visualize the timeline of tasks), reference your flowchart steps directly along with how long they will take. These charts are useful for planning within deadlines, especially when working on a team, allowing you to chart out and visualize tasks between different phases of production and easily see what every member of the team is working on at each phase.

Your process must contain AT LEAST FIVE steps in chronological order, with descriptions and expected timeframes for each.

It will also need to include a decision point. For example, if a decision in your flowchart is "Yes," then it will have to follow

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a different set of steps than if the decision were “No.” You may need to adjust your timeline chart, or create a second chart, to visualize the alternative timeline. This can be useful in figuring out which solution would be faster to complete.

#### Step 3: Analyze Your Flowchart

Once you have created your flowcharts, it’s time to analyze them.

In a word processing document, answer the following two questions:

- What patterns do I see in my flowcharts?
- How could the algorithm be used to solve a different problem?
- How can using flowcharts to visualize expected timelines help complete projects faster?

#### Step 4: Test Your Flowchart

Before turning your work in, have a friend or family member review the steps of your flowchart to see if they can follow the process. This collaboration may help you improve your flowchart.

If any changes need to be made, make them during this step.

Once you are happy with your flowchart, you will export it from Lucidchart and add it to your document. In Lucidchart, go to File > Export > PNG with transparent background. This will open your flowchart in a new window. On the right side of the window, you’ll see the Options panel. You can leave all of the options in their default settings and click the Download button at the top-right of the window.

Retrieve the downloaded PNG file and insert it into your word processing document. You can insert it by dragging and dropping the file into the location of your word processing document where you want your flowchart placed, or you can go to your Insert menu and follow the process to insert a picture/image.

#### Step 5: Teach Someone with Your Flowchart

Find a different friend or family member to help you with this step. This person should pretend they don’t know anything about the process you are going to teach them.

Before you try to teach this person the process, stop and make a plan. In your word processing document, add a section titled “Teaching My Process.” In that section, include the steps that are required to clearly explain this process to someone new. For example, if you are teaching how to make a sandwich, you might want some sandwich ingredients to demonstrate and then to practice with after you talk through the flowchart.

Write a numbered list of steps you would take to teach this process to someone else. This is similar to what a team might do when they create a timeline of what needs to happen when they are developing code to solve a problem.

### **Component: *Middle School Tech Apps Grade 7***

ISBN: 9781959433569

Link to Current Content:

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Location: Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."

Original Text: New Content

Updated Text: Teamwork and the Design Process

In the past, design teams usually had to work in person with one another to collaborate on projects. Thanks to modern technology, teams can now work on documents, spreadsheets, and flowcharts remotely and often at the same time. Google’s suite of productivity tools, which is made up of applications that allow teams to view, create, and modify documents, offers great communication and collaboration options. Team members can chat online while they work, connect remotely to computers anywhere in the world, use shared folders to transfer files, or even work on them at the same time. When team members are working on a document at the same time, color-coded cursors show which team member is working on what part of the document, making it easy to see who is doing what.

Revision history allows the owners of the document to view (and accept or reject) changes made by other members of the team. On a programming team, you’ll also use revision history on projects and code files themselves. This allows a

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lead on the team to review, accept, or deny code changes and bug fixes submitted by other programmers on the team before they go live. One popular example of this use of technology is Git, a version control system that tracks changes to files and creates a complex and powerful revision history system. Revision history is also useful in determining which team members contributed specific pieces of code.

Outside of Google's suite of tools, there are plenty of other professional collaboration tools as well. Figma, for example, allows design team members to work on website and mobile app user interfaces collaboratively. Miro provides an online whiteboard that teams can use to place Post-it style notes for other members to see, which is great to use during online meetings.

The general flow of a team's design process is very similar to the solo design process. First, a team will receive a brief (a description of the assignment) or a kickoff meeting from the lead developer or team member. This is where teams identify the individual problems they'll be tackling. Communication plays a large role in this process, as the developer will need to communicate the project goals to all members of the team. Often, team members will have very different sets of knowledge and abilities, so it's more important to communicate the expectations rather than the specifics at this point. A development team might consist of not just programmers but artists, UI designers, backend developers, networking engineers, marketers, testers, and more. As such, the brief is a very important part of the process to delegate tasks appropriately and ensure everyone on the team has a clear understanding of their role within the project.

Next, members of the team will meet with those they work closely with in their area of design, or similar fields, to discuss what digital tools they'll be using and any potential difficulties and plans of action. Programmers might discuss what code they will use while designers might talk about what the user interface might look like. Once prototypes, mockups, pseudocode, and/or flowcharts have been created by each department, they will meet again to determine which ones to use.

Now the iterative process begins! As the team begins to build the actual product, remember that nothing is set in stone. One designer might add an element that then gets replaced a week later by another designer, and that's okay! The goal is to improve on the original design constantly to make it a better final product. Each contribution builds on the last, and since you're working as a team with the same goals in mind, you'll need to be especially open to receiving feedback and suggestions.

As different milestones are reached, the team can have smaller meetings to catch up on the progress of different teams and adjust the direction if necessary. As the design nears completion, it goes through more rigorous stress tests, where team members try to "break" the product to check if it has flaws. This process can require both internal and external testers to try the program and recommend ways it can be improved. Sometimes this involves purposefully trying to test the program's limits, while other times it involves organically allowing testers to use the software and report any bugs found as they naturally occur.

Once it has been confirmed as functional, it can move on to the next steps. Generally, a quality assurance specialist will go over items like compatibility, accessibility, web and legal compliance, etc. As the team receives the final feedback, they iterate on the design further to meet these specifications. It can then be sent off to production.

Don't get too excited though! As your project launches, the public will be the next collaborative member to contribute to your project. As the design is released to the public, developers rely on feedback and bug reports to continue to iterate and improve upon their designs. The more people who use it, the easier it will be to obtain relevant and useful feedback.

## **Publisher: Learning.com**

### **Technology Applications, Grade 7**

#### **Program: *Learning.com TechApps for Texas: TEKS***

**Component: *Learning.com TechApps for Texas - Grade 7***

ISBN: 9798987398272

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Current Page Number(s): 1

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1. Click the play button
2. Click Get Started button to begin the lesson
3. At top of screen click the gray circles to move through the steps
4. Complete activities 1, 2, 14

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Switched submission from Coding lesson that implies iteration to a direct iteration lesson.

In this teacher led discussion, students learn why iteration is beneficial in algorithms. The detailed lesson plan and presentation for the discussion are found in the Lesson Plan tab.

Objectives

- Analyze the benefits of using iteration (code and sequence repetition) in algorithms

**Component: *Learning.com TechApps for Texas - Grade 7***

ISBN: 9798987398272

Link to Current Content:

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Current Page Number(s): 1

1. Click the play button
2. Click Get Started button to begin the lesson
3. Follow instructions to complete activities 1-11
4. Breakout is met in activity 11

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Switched submission from Coding activity that implies iteration to a direct iteration practice. During this activity, students will examine and explain the benefits of using iteration, or loops, in their programs.

Objectives

analyze the benefits of using iteration in algorithms

## **Publisher: CEV Multimedia**

### **Technology Applications, Grade 8**

**Program: *iCEV Technology Applications 8th Grade (Individual Course): TEKS***

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Algorithms and Pseudocode, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: Project-Dance and Sports Play Pseudocode. This Project is found in the Fundamentals of Computational Thinking lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Dance and Sports Play Pseudocode, which is located on pages 5-8 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: Project-Code Your Own Career Path. This Project is found in the Fundamentals of Programming lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Code Your Own Career Path, which is located on pages 9-11 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: Slides 5-22 and 24-36. These slides are located in the Fundamentals of Digital Citizenship: Ethics and Laws PowerPoint lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed on slide 25, which is located on page 12 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Activity-Ethical and Unethical Comparison Bell Ringer/Exit Ticket, which is located on pages 13-14 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cited!, which is located on page 15 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Cited!, which is located on page 15 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Public Service Announcement, which is located on pages 16-20 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Seeking and Providing Creative Feedback in Graphic Design, which is located on pages 21-22 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Seeking and Providing Creative Feedback in Video Production, which is located on pages 23-24 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: Project-100 Years of Careers Documentary. This Project is found in the Tech Apps Challenge: 100 Years of Career Documentary lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-100 Years of Careers Documentary, which is located on pages 25-29 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Seeking and Providing Creative Feedback in Audio Production, which is located on page 30 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Seeking and Providing Creative Feedback in Graphic Design, which is located on pages 21-22 of the linked packet.

**Component: *iCEV Technology Application 8th Grade (Individual Course)***

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Proclamation 2024: Report of New Content (10/24/2023)

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Original Text: New Content

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ISBN: 9798888640227

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Original Text: New Content

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**Component: *iCEV Technology Application 8th Grade (Individual Course)***

ISBN: 9798888640227

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Keyboarding Drill 1, which is located on pages 31-34 of the linked packet.

## **Publisher: eDynamic Holdings LP**

### **Technology Applications, Grade 8**

**Program: *Middle School Tech Apps Grade 8: TEKS***

**Component: *Middle School Tech Apps Grade 8***

ISBN: 9781959433576

Link to Current Content:

[View Current Content](#)

Location: Unit 4, Lesson 4, all content in this lesson addresses this standard. This includes the paragraphs, tables, and images under the subheadings "Operators are Standing By," "Arithmetic Operators," "Comparison Operators," "Membership Operators," "Stringing the Message Along," "Python Format String," "It's How You Say It," "If/Else Statements," and "Rules Will Get You Results."

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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#### Updated Text: Abstraction and Generalization

Imagine if you needed to write a new algorithm each time you wanted to calculate the area of a rectangle. That would get to be quite monotonous! Luckily, we can use a process known as abstraction and generalization. Using this process, we can create problems that can be applied to different situations. Essentially, abstraction is simplifying down complex problems down to their most basic components by taking away the smaller details. Generalization is ensuring the algorithm can be used in different scenarios.

Let's go back to the rectangle example. Imagine we were given the task to find the volume of various rooms in a building but had to use Python to showcase our skills. (Remember a room is typically a rectangular prism.) We could write a code that is specific to each room, or we could use the float and input function to create a generalized algorithm that could be used to find the volume with a given user input. This sounds much easier, right? These are the concepts of abstraction and generalization! We have a plan to break down the problem to its most general parts (volume of a rectangular prism) and applied it to any rectangular-shaped room.

Give it a try! In your Python IDE, type the following code as seen in the picture provided:

After using the run command, you will see that you are asked to "Enter the Length of the room:" in the command shell. Enter the number 15. The next prompt asks you to enter the width. Enter the number 20. The final command asks you to enter the height. Enter the number 10. Once finished, the command shell will provide you with the correct volume, 3000.0.

Try out the program yourself! Find a rectangular object that you would like to find the volume of. Add those numbers when prompted in the command shell. Did it come out to the correct answer?

TRY IT YOURSELF! You have learned how to find the volume of a rectangular prism, but what if you were asked to find a way to determine the amount of paint needed to cover the entire room: walls, ceiling, and floor. To do so you would need to find the surface area of each room.

Create a generalized algorithm that would allow you to do so with minimal effort. \*Hint\*  $A = 2(wl + hl + hw)$ .

#### **Component: *Middle School Tech Apps Grade 8***

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Location: Unit 3, Lesson 3, all content in this lesson addresses this standard. This includes all paragraphs under the headings "Problem-Solving with Pseudocode," "Practical Pseudocode," "Oh...You Meant Brush Your Teeth," and "Is That the Super-Detailed Wash."

Original Text: New Content

#### Updated Text: Developing Pseudocode Collaboratively

Collaboration is essential to the success of many IT teams. Collaborating with your peers to design a plan using pseudocode can help aid the development of a coded solution. By taking advantage of the different strengths and insights of your group members, may you can have a better chance of your pseudocode being comprehensive, accurate, and efficient.

Let's put this to practice! Form a team with your peers that you believe to have differenta variety of skill sets. Collaboratively your team is going to be given the task to use pseudocode to create a guessing game that could be played with other groups. Complete the following steps with your team:

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1. Brainstorm! Consider possible solutions and ways to solve the problem.
2. Begin to document the pseudocode. Start with an outline of the solution and breaking it down into logical steps. Make sure each step is clear and concise!
3. Assign your teammates specific sections of the pseudocode
4. Review the code as a team. During this time, it is important to provide your teammates with constructive feedback.
5. Test the pseudocode. Make sure that someone who might not be familiar with the process of creating a guessing game could follow your step-by-step directions.
6. Ensure your code meets the expectation of creating a guessing game.
7. Create a final product of your code.

Once finished, provide exchange your group's code with a different team's code and see how well you did!

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Location: Unit 4, Lesson 1, all content in this lesson addresses this standard. This includes all paragraphs under the subheadings "Introduction," "Vision: What is the Goal?" "Planning," "Requirements Analysis," "Creation: How Do We Build?" "Fulfillment: Does the Product Perform?" "Deployment," and "Maintenance." Under the subheading "Creation: How Do We Build?" find the image of the workers at their computers and read the caption titled "Design." Use the arrows on the photo edge to advance slides to read the captions for "Implementation" and "Testing."

Original Text: New Content

Updated Text: The Software Design Process and Nested Loops

Imagine for a moment that you have two Russian dolls—one bigger doll and a smaller doll that fits inside. Each doll has a set of instructions written on a piece of paper. The bigger doll represents the outer loop, and the small doll represents the inner loop. How would you follow the instructions for each doll? You start with the bigger doll and follow the instructions.

Because there is a smaller doll inside of the bigger doll, you have to move to the smaller doll to follow its instructions. Once you finish all the instructions in the small doll, you go back to the bigger doll and continue with the next set of instructions. This process repeats until you finish all the instructions in the bigger doll.

Nested loops work much the same way. Nested loops are like a loop within a loop, just like a smaller doll inside a larger doll. These nested loops help us solve problems that require doing things repeatedly or at different levels.

Remember the software design process? We can use the software design process to create text-based programs with nested loops that address different subproblems within a real-world context. Let's go back to the Amazon surveillance robot. To use the software design process to create a nested loop we would need complete the following steps:

1. Understand the problem: Reread and analyze the information about the robot. You will need to identify key requirements, constraints, and subproblems that need to be addressed.
2. Create the overall program structure: Figure out how the nested loops will be used to address the subproblems to meet the functionality goals of the surveillance robot.
3. Plan the algorithm: Break down the problem into smaller subproblems that can be solved using nested loops. What logic and steps will be required to accomplish each subproblem?
4. Choose your loop type: Should you use a for loop or a while loop for each subproblem? Are there certain conditions that need to be met before the loop can move on?
5. Create code to implement the loops: Write a Python code using loops and make sure all loops are properly nested.
6. Test: Run your program and test it in different situations. Debug any issues you find.
7. Refine your code: Look for areas in improvement for your code.
8. Document the program design: This documentation can be used for future updates.

The following is an example code for a program that needs have surveillance of three3 distribution centers for 12 hours.

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Link to Current Content:  
[View Current Content](#)

Location: Unit 4, Activity 2, "How Can I Use Loops and Iterations in a Text-Based Program?" Steps 1-6

Original Text: New Content

Updated Text: Step 6: Nested Loops

Remember the software design process? We can use the software design process to create text-based programs with nested loops that address different subproblems within a real-world context. Let's go consider a sports team that needs to make sure each team has a practice match against each of the other teams. For this example, we will use a flag football program that has five teams within it: Red, Orange, Yellow, Green, and Blue. To use the software design process to create a nested loop we will need to complete the following steps:

1. Understand the problem: Reread and analyze the information about the tag football team. You will need to identify key requirements, constraints, and subproblems that need to be addressed.
2. Create the overall program structure: Figure out how the nested loops will be used to address the subproblems to meet the functionality goals of the program that plans team practices.
3. Plan the Algorithm: Break down the problem into smaller subproblems that can be solved using nested loops. What logic and steps will be required to accomplish each subproblem?
4. Choose your loop type: Should you use a for loop or a while loop for each subproblem? Are there certain conditions that need to be met before the loop can move on?
5. Create code to implement the loops: Write a Python code using loops and make sure all loops are properly nested.
6. Test: Run your program and test it in different situations. Debug any issues you find.
7. Refine your code: Look for areas in improvement for your code.
8. Document the program design: This documentation can be used for future updates.

Once completing the software design process, our example code looks like this:

Noticed the outer loop iterates through the list of teams while the inner loop which is nested inside the outer loop iterates through the remaining teams in the list after the current team is selected by the outer loop.

Try it yourself! Use the software design process to create a text-based program with nested loops that addresses our real-world problem. Remember, the problem is that we need to create a program for a sports team/program that needs to make sure that each team/player has a practice team against each other team/player.

In your word processing document, be sure to document your design and processes as you move through the design process.

**Step 67: Analyze and Document**

In your word processing document, record responses to the following three questions:

- What were the output differences between creating a loop with words and creating a loop with letters?
- What benefit could a repetitive process such as a loop have in creating an algorithm?

- How can if/else statements be beneficial when building algorithms?
- Why are nested loops important in real-world scenarios?

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Link to Current Content:

[View Current Content](#)

Location: Unit 3, Activity 3, "How Can I Use the Design Process in Different Industries?" Paragraphs under "Required Materials" and Steps 1 and 2

Original Text: New Content

Updated Text: Step 3: Selecting Digital Tools and Evaluating Design Limitations

Digital tools are a great way to help you design a prototype and identify possible design limitations. Follow these steps:

1. Sketch your ideas: Use digital drawing tools such as Google Drawings or Microsoft Paint to draw and write your ideas. It is important in this step to include information on how your prototype will measure rainfall and how it will withstand damage for various weather phenomena.
2. Create a 3D model: Use basic 3D modeling software such as TinkerCad to create a 3D model of your design. This will help you have a better idea of what you want your prototype to look like.
3. Identify limitations to your design: Look at your sketch and 3D model to identify potential limitations to your design or even flaws in your design.
4. Revise your design: Revise your sketch and 3D model based on the limitations and flaws you have identified. You may want to change the materials you initially chose to use, adjust the size and/or shape of your prototype, or even add new features.
5. Present your designs: Prepare a basic presentation that outlines your design process. This should include how you used digital tools to create and evaluate your prototype. Also include your sketches, screenshots of your 3D model, a list of your identified limitations and/or flaws, and how those limitations and/or flaws were fixed in your final design. Keep in mind that the design process is iterative. This means that it is a cycle and there may never be a perfect design. That is okay. You can always go back and revise your design several times based on any new limitations you identify.

Step 4: Discuss the Design Process

Take time to debrief with a peer or instructor. Record this discussion using an audio or video recording device. Discuss how you used a design process that included refining a prototype or model. How did you refine the prototype or model? What were your thoughts throughout the process? What challenges did you face? How might you do things differently with a different prototype or model?

**Component: *Middle School Tech Apps Grade 8***

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Link to Current Content:

[View Current Content](#)

Location: Unit 5, Activity 2, "How Can I Improve My Blog With Multimedia?" Step 6

Original Text: New Content

Updated Text: Step 7: Creating citations to cite digital forms of intellectual property

It is safe to assume that the content you created in this activity is not your own work. That's okay! We simply need to give credit where credit is due. Like the papers you write for your content classes, digital content such as blogs requires proper citations. There are several different ways to cite your sources, but the most common are APA, MLA, or Chicago style.

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Let's create and add citations from the various digital forms of intellectual property you used to create your blog.

Citing Images: Any images used in your blog that are not your own need to be cited. Using APA you can create a citation like this:

Creator's Last name, F. M. (year of Publication). Title of work [Format] Site/Publisher. URL

Place your citation under the image.

Citing Videos: Any videos used in your blog that are not your own need to be cited. Using APA you can create your citation like this:

Producer's Last Name, F. M. (Producer), & Director's Last Name, F. M. (Director). (Year of Publication). Title of video [Video]. Production Company. URL

This citation should be included in the caption of your video.

Citing Audio: You do not need to create a citation to cite your own voice but you will for any audio clip that you did not create on your own. Using APA you can create a citation like this:

Author's Last Name, F. M. (Year of Publication). Title of audio clip [Audio podcast]. Site/Publisher. URL

You will need to add this citation where the audio is embedded.

Citing Websites: Any information that you have taken from another website needs to be cited. Using APA you can create a citation like this:

Author's Last Name, F. M. (Year, Month Day of Publication). Article title. Site Name. URL

Place this citation where the information was referenced.

Do not move on to the next step until all of your content complies with IP law by creating citations to cite a variety of digital forms of intellectual property.

### **Component: *Middle School Tech Apps Grade 8***

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Link to Current Content:

[View Current Content](#)

Location: Unit 6, Lesson 1, all content in this lesson covers this standard. This includes all paragraphs under the subheadings "Introduction," "Sorting a Sea of Data," "Supercharging Your Spreadsheets," "Tackling Your Text-Related Tasks," "But Wait--There's More!" "Presenting Your Point of View," and "Slide Rules for Measuring Success."

Original Text: New Content

Updated Text: Combining Various file formats for a specific project or audience

So far, we have talked about managing single file types but what if we need to combine one file type into another? Let's imagine for a moment that we were completing a presentation about the Boston Red Sox players and their batting averages to prove once and for all that the Red Sox are, in fact, better than the Yankees. We would need to input our data about each team's batting averages into an Excel document to create tables or graphs and then place those tables or graphs inside a PowerPoint presentation.

To do this you can follow the following steps:

1. Click on the slide where you want to place your Excel file.
2. Click on the "Insert" Tab.
3. In the "Text" group, click on "Object."
4. A dialog box will appear. Click on "Create from file."

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5. Click "Browse" and find the location of your Excel file and click on it. Now click "OK."
6. This will add an Excel file to your PowerPoint Presentation.

You could also combine different file types based on the needs of your project or a specific audience. For example, you could:

- Insert an Excel chart or graph into a Word document
- Insert Word documents into PowerPoint
- Convert files to PDF format and combine them using a PDF editor

You can even insert various Google File types within one another, including:

- Inserting a Google sheet into a Google doc
- Inserting a Google doc into a Google slide
- Inserting a Google sheet into a Google slide
- Inserting a Google slide into a Google doc

Combining file types are a great option when considering different ways to add tools in creating your content.

### **Component: *Middle School Tech Apps Grade 8***

ISBN: 9781959433576

Link to Current Content:

[View Current Content](#)

Location: Unit 6, Activity 2, "How Can I Publish a Personal Website?" paragraphs below "Required Materials" and Steps 1-5

Original Text: New Content

Updated Text:

Step 5: Using Your Information to Share Your Success

For this step, we are going to combine various file formats for a specific project and audience. Track the number of visitors your website has had over a 24-hour period. Begin by setting up a specific time frame (for example, from 8 am until noon) and see how many visitors you have received during that time. Place this information in the form of a table in a Google sheet. Name this sheet "Website Insights."

What should you do with all the information you have gathered from your Google forms? We can use this data to create a Google sheet that can then be used to properly review feedback to make use of the data. To do this, follow these steps:

1. Go to the "Responses" tab and click on the green icon that looks like a spreadsheet. Click this icon to "Create Spreadsheet."
2. This will open a dialog box asking if you would like to add to an existing spreadsheet. Click "Select Existing Google sheet." Now choose "Website Insights." You will notice that this opens your Google Sheets document and adds the responses from the Google form.

Pretty cool, right? Let's take this even further. Let's imagine you are required to create a presentation to show how well your website is doing. Open a Google Slides document. Create a few slides to give general information about your website. When finished, add a slide that says, "statistics" and another slide that says "feedback." We are going to take information from Google Sheets ("Website Insights") and combine them into our Google Slides. To do this, follow these steps:

1. In your Google Slides presentation, select where you want to place your chart. Let's place the 24-hour table on the slide that says "Statistics."
2. Click on "Insert" on the top menu, then choose "Chart" and select "From Sheets."
3. This brings up a new window showing all of your Google Sheets documents. Select the "Website Insights" sheet and select the chart you want to import. In this case, it is the 24-hour timetable. Click "Import."

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4. The chart is now in your Google Slides and can be resized and moved as needed.

Follow these steps for the other chart that contains user feedback from the Google forms. Be sure to place this on the slide that is titled "Feedback."

Present your final Google Slides presentation to your teacher.

### **Component: *Middle School Tech Apps Grade 8***

ISBN: 9781959433576

Link to Current Content:

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Location: Unit 2, Lesson 2, read paragraphs under the subheading "File Management/Folder Structure." Read paragraphs and table "Storing Files to the Cloud" under the subheading "Tools to Manage Clutter."

Original Text: New Content

Updated Text: File Management Strategies/Folder Structure

Let's consider some general best practices and strategies for storing and managing files:

- Avoid saving documents, presentations, and other files that you do not need.
- Keep files for the same project in one folder.
- Keep an organized folder hierarchy. Understanding how to properly sort and organize files can save time and increase productivity.
- Start with the big picture larger categories as the main folders, such as "School", "Work", "Games", "Photos", etc. Then, you can use sub-folders such as "Homework" and "Classwork" to organize the files within.
- Different types of projects and files require different types of folder hierarchies. You might organize your classwork by school semester, while you might organize photos by location.
- Avoid desktop clutter. Save files in your Documents folder or other named folders.

Already following this advice? Let's probe a little deeper.

- Watch your space.
- Avoid keeping files in your Downloads folder as it eats away at hard drive space over time.

Occasionally sort your files. This can be done by right-clicking on your desktop or within a folder. You can sort by these details:

- Name
- Kind
- Date last opened
- Date created
- Date modified

### File Conversion

Often, you'll find that different people from different organizations, schools, and businesses use different software. Some might use Google Docs while others might use Microsoft Word, for example. Thankfully, most modern software tools allow saving or exporting files to a wide variety of formats. You can also convert files using software (for example, Handbrake can convert videos to different formats) or websites (for example, CloudConvert allows converting a wide range of document types).

### Tag Your Files

Tag your files. Tags allow you to assign keywords to specific files. For example, your school research report on baseball could be tagged "school," "report," "homework," or "baseball." You can add a tag to a file by opening File Explorer and following these steps:

1. Right-click on a file and select Properties.
2. Click on the Details tab.

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3. Click on Tags and confirm the keywords—for example, “school,” “report,” “homework,” or “baseball.”
4. Click the Apply button.
5. Click on OK.

The more words that you use to tag your file, the better chance of being able to find your file when you search for it.

#### Tools to Manage the Clutter

Many mobile phones and tablets offer tools that allow you to store and back up files in the cloud. The table below provides a list of tools designed to make organizing your files online much easier.

#### Storing Files to the Cloud

##### Benefit

**Dropbox** This app allows users to save files in the cloud while giving users the option of sharing files with a person or group of people.

**Amazon Photos** This app lets users store up to 5 GB of full-resolution photos.

**OneDrive** This Microsoft-based tool lets users store documents, presentations, spreadsheets, and other file types to the cloud, which is accessible by any device with an internet connection.

**Google Drive** This Google tool also allows users to store a variety of file types to the cloud. Files are accessible by devices with an internet connection.

**Google Chromebook** This cloud-based laptop saves all of your work in the cloud automatically. Internet access is required.

Now that you’ve seen the differences in data storage options and organization techniques, we’ll turn to tricks, tips, and shortcuts you can take with tech.

folder with your instructor.

#### **Component: *Middle School Tech Apps Grade 8***

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Location: Unit 5, Lesson 4, read the paragraph under the subheading "That Tool Has Your Name Written All Over It." Under the same subheading, click on each gray box and read the dropdown content for "Focus on the end product," "Analyze your needs," "Do Your Research," and "Plan to Lead."

Original Text: New Content

Updated Text: That Tool Has Your Name Written All Over It

Today’s technology is no one-trick pony. A variety of solutions can help you complete your task. Whatever job you’re confronted with, there’s a platform or tool that’s right for you! Just be sure to research both the software and hardware that you’ll need to complete the task, or you’ll be adding things to your to-do list. Here are some recommendations for choosing the software that may work best for you.

**Focus on the end product**

Producing something takes time, effort, and sometimes, specific tools. Make sure to think about the details of the product you want so you don’t leave anything out.

**Analyze your needs**

Once you’ve got an idea of what you’re after, take some time to consider everything you’ll need to make your end product a reality. For example, say you need to conduct video interviews for your end product. You want to figure out things like which video recording product you’ll use, how long each interview will run in your final product, how much time you’ll need to invest in each interview so that you can have the right length of time after editing, and so on. You didn’t think the digital tools were going to do everything, did you?

**Make some space**

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Online file storage platforms give you a lot for free, but when it comes to large amounts of data, fees do start to add up. When planning for your next project, be sure to take into account the storage and file transfer requirements. Something small like a set of documents might not take much space at all and can likely be stored for free. However, if you're working on a longform video or even a video game, you might need a lot more space to work with.

#### The need for speed

Similarly, you want to take your internet speed into account. If your files don't take much space and aren't needed immediately, you'll likely be ok with a slower internet or network connection. File transfers will all be directly tied to your internet or network speed, so this can mean the difference between uploading a file for five minutes or five hours. When transferring files locally, the speed is based on your hard drive speed (SSDs are generally faster than HDDs).

File transfers aren't all that rely on internet speed, either. If you plan to livestream, either to an audience or for a meeting, you'll need an internet connection that can keep up. Be sure to research streaming bandwidth requirements.

#### Picking the right software

Similarly, you want to take the time to figure out what software to choose to handle not just your everyday tasks but your file transfers and storage as well. If you use the Google suite of applications, it might be a good choice to use Google Drive. Software teams might use Github for their backup solutions, while local teams might choose a combination of local backups (external hard drives or thumb drives) and remote/cloud backups (Google Drive, Dropbox, OneDrive, etc.).

Much like the other file hosting services out there, Google Drive is web-based. This allows you to transfer a file to the cloud or download it back to your PC. However, did you know that most modern cloud services also offer desktop applications and mobile apps that help streamline the transfer process even more? Google Drive will act as if it's a local folder on your PC, syncing and transferring files in the background. Similarly, the Google Photos app will automatically transfer all of your photos from your phone into an organized album in the cloud!

#### Do your research

By this point, you've already spent some time anticipating the steps and needs of your project, but now it's time to begin finding the best solutions based on your needs and budget. By researching the products available to you, you'll be able to optimize your toolkit and maximize the quality of your own product.

#### Plan to lead

If multiple people help you with a project, begin by assigning each person a task. For example, one person might be your script writer, another your video recorder, and another your video editor. By assigning jobs to your team members, you give them the opportunity to use their strengths as they contribute to the project.

## **Publisher: Learning.com**

### **Technology Applications, Grade 8**

#### **Program: *Learning.com TechApps for Texas: TEKS***

**Component: *Learning.com TechApps for Texas - Grade 8***

ISBN: 9798987398289

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Current Page Number(s): 1

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- Location: 1. Click the play button to launch the item.  
2. Click the Student Preview button in the upper right hand corner.  
3. Click the Start button.  
4. Complete question 1.

Link to Updated Content:

[View Updated Content](#)

Original Text: Question 1

1. Find a copy of your local acceptable use policy. Do you agree to follow the guidelines while you are online?

Responses

Yes

No

Updated Text: An Acceptable Use Policy (AUP) is an agreement that tells how a person may use a network or the internet. As a student it is important for you to understand the guidelines and expectations that your district has for how, when, where, and why you can use technology related to your school, district and learning environment.

Remember the AUP is there to help you stay safe online and be a good digital citizen.

Each year your district will provide you with access to their AUP. They may even have you and your family sign an acknowledgment that you read the AUP.

Question

To prepare to discuss your district AUP, your teacher will provide you with an additional copy of the district AUP.

Please respond below to acknowledge receipt of the AUP.

Responses

Yes

No

## **Publisher: B.E. Publishing, Inc.**

### **Anatomy and Physiology**

**Program: *Understanding Anatomy & Physiology (Texas Edition): TEKS***

**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9

Location: Ch. 1: Textbook page 9, PDF reader page 29.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The last bullet under Science in Action, the following was added to the end: "One must also consider scientific error when evaluating data. This

is not the same thing as "mistakes." Instead, scientific error includes such things as limitations of the equipment used, environmental factors, human interpretation, and sampling errors"

**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9

Location: Ch. 1: Textbook page 9, PDF reader page 29.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New "Life Lesson: Diversity and Collaboration in Science" section added to the bottom of the page.

**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 29

Location: Ch. 2: Textbook page 29, PDF reader page 49. Taking Action activity procedure steps.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Additional prompt added to Taking Action - #8 "Analyze the data for possible sources of error or limitations. Explore ways to address these issues. Present your findings, as well as any suggestions for modifying the experiment to address errors or limitations, to the class."

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Current Page Number(s): 128

Location: Ch. 8: Textbook page 128, PDF reader 148. Osteocytes bullet changed

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Osteocytes are mature osteoblasts that have become entrapped in the hardened bone matrix. From their position in the matrix, osteocytes sense mechanical stressors on bone as well as chemical changes. They then signal osteoblasts and osteoclasts to begin the bone remodeling or repair process. Besides playing this key role in bone repair, osteocytes also contribute to the maintenance of bone density, while assisting with the regulation of blood levels of calcium and phosphate.

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Link to Current Content:

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Current Page Number(s): 579

Location: Ch. 26: Textbook page 579, PDF reader page 599. Taking Action #3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Compile the results into a lab report and create a bar chart showing the incidence of each trait for males and the incidence of each trait for females

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Link to Current Content:

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Current Page Number(s): 91

Location: Ch. 5: Textbook page 91, PDF reader page 111. Taking Action procedure step #9.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Compare your results with those of other members of the class. Create a lab report that includes a bar chart describing the greatest area of diversity by class member. What can you conclude after making these comparisons? Discuss your findings with the class.

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Current Page Number(s): 139

Location: Ch. 8: Textbook page 139, PDF reader page 159. Talking points, new sentences added to the final paragraph.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assess the data for possible sources of error or limitations. Can you identify ways to address these issues? Present your findings to the class.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13

Location: Ch 1: Textbook page 13, PDF reader page 33. Talking Points activity second paragraph.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Now, use the library or internet to explore more current research on this topic. Note how past and recent discoveries by both scientists and engineers built on those findings. How have those contributions affected scientific thought? How have their discoveries and contributions had an impact on society?. (Hint: Consider CPR, artificial hearts, artificial heart valves, etc.). Add those discoveries to your timeline.

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Link to Current Content:

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Current Page Number(s): 13

Location: Ch 1: Textbook page 13, PDF reader page 33. Talking Points activity first paragraph.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Review Life Lesson: Science through the ages in this chapter and consider how scientists have always built on the work of other scientists when making their own discoveries. Specifically, consider all the discoveries that eventually allowed scientists to conclude that the heart acts as a pump to propel blood around the body. Construct a timeline that lists each of those discoveries. Make note of how the contributions of diverse scientists and engineers affected scientific thought. How did those contributions eventually affect society?

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Link to Current Content:

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Current Page Number(s): 165

Location: Ch 9: Textbook page 165, PDF reader page 185. Taking Action activity procedure number 7.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: Compile the data into a lab report. What percentage of students complained about back pain? How did their posture compare with the healthy spine? Was there a difference in posture wearing the backpack as opposed to with no backpack? How did the weight of the backpack affect posture?

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Link to Current Content:  
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Current Page Number(s): 165

Location: Ch 9: Textbook page 165, PDF reader page 185. Taking Action activity procedure number 9.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Analyze and describe how pressure, movement, torque, tension, and elasticity may play a role in the development of back pain. Identify any possible errors or limitations. Discuss your findings with the class.

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Link to Current Content:  
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Current Page Number(s): 18

Location: Ch. 2: Workbook page 18, PDF reader page 28. New activity "Drawing Conclusions: Abdominal Quadrants" to be added to page.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New activity: "Drawing Conclusions: Abdominal Quadrants" - narrative directions followed by a figure of abdominal quadrants.

**Component: *Understanding Anatomy & Physiology - Workbook***

ISBN: 9.78172E+12

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 174

Location: Ch. 13: Workbook page 174, pdf reader 184. New activity added to bottom of page. "Describe the Process: Taste"

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: New activity: "Describe the Process: Taste" to be added to bottom of page with 7 fill in the blank questions." See PDF page 1 of new URL update.

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Link to Current Content:

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Current Page Number(s): 175

Location: Ch. 13: Workbook page 175, page 185 of PDF reader. "Just the Highlights: Section of the Ear" activity moved to bottom of page to make room for new activity.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See page 2 of PDF reader in new URL of new placement of Describe the Process: Taste activity. Activity location is only change to the activity.

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 175

Location: Ch. 13: Workbook page 175, page 185 of PDF reader. New activity added to top of page "Fill in the Gaps: Sense of Smell".

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New activity: "Fill in the Gaps: Sense of Smell" added to top of page 175. See page 2 of PDF reader in new URL.

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Link to Current Content:

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Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. New question 10 added.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 10. The purpose of the (bladder) (kidneys) is to store urine.

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Link to Current Content:

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Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. New question 11 added.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 11. The function of the (urethra) (ureters) is to transport urine from the renal pelvis to the bladder.

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Link to Current Content:

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Current Page Number(s): 242

Location: Ch. 17: Workbook page 242, page 252 of PDF reader. New question added to Illuminated the Truth activity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 12. Pulse pressure is the (difference between systolic and diastolic pressures) (blood volume and blood pressure).

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Link to Current Content:

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Current Page Number(s): 242

Location: Ch. 17: Workbook page 242, page 252 of PDF reader. New question added to Illuminated the Truth activity

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: 13. Pulse pressure reflects (the stress on small arteries during systole) (total blood volume)

## **Anatomy and Physiology**

**Program: *Understanding Anatomy & Physiology (Texas Edition): ELPS***

**Component: *Understanding Anatomy & Physiology - Textbook***

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Current Page Number(s): 476

Location: Ch. 22: Textbook page 476, PDF reader page 496

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Link to Current Content:

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Current Page Number(s): 2

Location: Ch. 1: Textbook page 2, PDF reader page 22. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 14

Location: Ch. 2: Textbook page 14, PDF reader page 34. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 30

Location: Ch. 3: Textbook page 30, PDF reader page 50. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 52

Location: Ch. 4: Textbook page 52, PDF reader page 72. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 74

Location: Ch. 5: Textbook page 64, PDF reader page 94. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

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- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.



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Current Page Number(s): 94

Location: Ch. 6: Textbook page 94, PDF reader page 114. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
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- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 110

Location: Ch. 7: Textbook page 110, PDF reader page 130. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 124

Location: Ch. 8: Textbook page 124, PDF reader page 144. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 140

Location: Ch. 9: Textbook page 140, PDF reader page 160. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 166

Location: Ch. 10: Textbook page 166, PDF reader page 186. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 180

Location: Ch. 11: Textbook page 180, PDF reader page 200. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 210

Location: Ch. 12: Textbook page 210, PDF reader page 230. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 260

Location: Ch. 13: Textbook page 260, PDF reader page 280. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 286

Location: Ch. 14: Textbook page 286, PDF reader page 306. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Link to Current Content:

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Current Page Number(s): 314

Location: Ch. 15: Textbook page 314, PDF reader page 334. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 336

Location: Ch. 16: Textbook page 336, PDF reader page 356. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
- Reuse each term by writing out sentences that include each term.
- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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Current Page Number(s): 360

Location: Ch. 17: Textbook page 360, PDF reader page 380. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

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**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 386

Location: Ch. 18: Textbook page 386, PDF reader page 406. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 414

Location: Ch. 19: Textbook page 414, PDF reader page 434. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
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- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
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ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 440

Location: Ch. 20: Textbook page 440, PDF reader page 460. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 458

Location: Ch. 21: Textbook page 458, PDF reader page 478. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 476

Location: Ch. 22: Textbook page 476, PDF reader page 496. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
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**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 502

Location: Ch. 23: Textbook page 502, PDF reader page 522. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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- Take turns quizzing with a partner. Ask questions that prompt your partner to identify each term and listen carefully to their response. Keep rephrasing your questions until your partner identifies the correct term, then switch roles.

**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 524

Location: Ch. 24: Textbook page 524, PDF reader page 544. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 548

Location: Ch. 25: Textbook page 548, PDF reader page 568. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

To ensure these terms become part of your vocabulary, do the following as you read through

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the chapter:

- Use the terms to create flashcards: Write the term on one side of a 3 x 5 card and the definition on the other. Quiz yourself and then quiz a partner on the definition of each term.
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- Read your sentences out loud to a partner. Ask your partner to listen and summarize your message to ensure understanding, then switch roles.
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**Component: *Understanding Anatomy & Physiology - Textbook***

ISBN: 9.78172E+12

Link to Current Content:

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Current Page Number(s): 568

Location: Ch. 26: Textbook page 568, PDF reader page 588. New "Mastering Terms" section added to chapter opener

Original Text: New Content

Updated Text: New Mastering Terms section added to each chapter opener: "Clear and accurate communication is crucial in any

career, but it is particularly important in the field of health care. With that in mind, it is imperative that you master the terms discussed in this chapter.

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# Publisher: CEV Multimedia

## Anatomy and Physiology

### Program: *ICEV Anatomy & Physiology (Individual Course): TEKS*

#### Component: *ICEV Anatomy & Physiology (Individual Course)*

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 2-3 of the linked packet.

#### Component: *ICEV Anatomy & Physiology (Individual Course)*

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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#### Component: *ICEV Anatomy & Physiology (Individual Course)*

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

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#### Component: *ICEV Anatomy & Physiology (Individual Course)*

ISBN: 9798888640005

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Link to Updated Content:

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**Component: *iCEV Anatomy & Physiology (Individual Course)***

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 2-3 of the linked packet.

**Component: *iCEV Anatomy & Physiology (Individual Course)***

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-History of Research Methodology, which is located on pages 4-6 of the linked packet.

**Component: *iCEV Anatomy & Physiology (Individual Course)***

ISBN: 9798888640005

Location: Activity-Science Hall of Fame. This Activity is found in the Impact of Science: Anatomy and Physiology lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Science Hall of Fame, which is located on pages 7-8 of the linked packet.

**Component: *iCEV Anatomy & Physiology (Individual Course)***

ISBN: 9798888640005

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-History of Research Methodology, which is located on pages 4-6 of the linked packet.



# Publisher: McGraw Hill

## Anatomy and Physiology

### Program: *Holes Essentials of Human Anatomy and Physiology TX: TEKS*

**Component:** *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Lab Manual*

ISBN: 9781265337544

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Question 8, bottom of page

Original Text: New Content

Updated Text: 8. Define a scientific theory. Explain how a theory is distinct from a hypothesis or law. Answer: A hypothesis is a testable and tentative statement that is capable of being supported or not supported by observable evidence. Once a hypothesis has been tested over a wide variety of conditions and by multiple independent researchers, it forms the basis for a scientific theory. Although scientific theories are well-tested and reliable explanations about natural phenomena, they might change as new data is obtained. A scientific theory becomes known as a scientific law when it is confirmed continuously over long periods of time and by substantial evidence.

**Component:** *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): P3

Location: Second bullet point, bottom of page

Original Text: New Content

Updated Text: • Evaluate—study closely each part; consider what you know about the topic; look at the scientific methods, data, and evidence used to support the explanation.

**Component:** *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Lab Manual*

ISBN: 9781265337544

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Critical Thinking Activity, step 7

Original Text: New Content

Updated Text: 7. Plan a peer review of your experimental investigation. Is your explanation consistent with the current body of scientific knowledge and theories?

**Component:** *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): P11

Location: Bottom of page, Critical Thinking and Clinical Applications, 3.

Original Text: New Content

Updated Text: Review an example of promotional material for a product or service that includes a health claim. Note what you would infer from this material. Then, outline steps to evaluate the scientific information in the claim. Compare the explanations provided by the promotional material to known scientific information, hypothesis, and theories. Did your analysis change your inferences? How?

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 1

Location: Unit 1 Project Introduction

Original Text: New Content

Updated Text: In 1929, Ernest Lawrence invented a machine, the cyclotron, that accelerated nuclear particles to previously unheard of velocities. The result was the discovery of hundreds of radioactive isotopes. Having the foresight to see the importance of these results for medicine, he collaborated with his brother, John, a hematologist at Yale Medical School, to explore the possible applications in the field. Ernest Lawrence earned the Nobel Prize for his invention, and John Lawrence is recognized as the “father of nuclear medicine,” but they are not the only scientists and engineers that have contributed to radioisotope technology and nuclear medicine. Radium, the very first radioactive element to be discovered, was first isolated by Dr. Marie Curie. Dr. Curie was the first woman to receive a Ph.D. in France and one of only four people to ever win two Nobel Prizes. Dr. Rosalyn Sussman Yalow was the daughter of Jewish immigrants from Eastern Europe. She first took a job as a secretary for a biochemist at Columbia University in exchange for classes as she could not pay for her degree. Eventually, she earned her Ph.D. in nuclear physics and her research contributed directly to the development of the radioimmunoassay (RIA), the use of radioisotopes to accurately measure small quantities of molecules within the body. RAI are one of the most-performed medical tests to this day. Advancements in science and engineering are not confined to the past. Today, scientists and engineers from diverse backgrounds are hard at work advancing the frontiers of medicine. For example, Nigerian-born Dr. Samuel Achilefu, a nationally recognized expert in molecular imaging and its application in treating human diseases, was recently chosen to launch and chair a new Department of Biomedical Engineering (BME) at University of Texas’s Southwestern Medical Center. Dr. Achilefu’s knowledge and experience with molecular probes and fluorescent imaging methods for cancer applications have revolutionized cancer treatments, included the engineering of “cancer-seeing goggles,” which allow surgeons selectively remove unhealthy tissues during surgery using infrared-specific dyes. Other diverse scientists and engineers who are pioneering cutting-edge cancer-research or medical imaging technology include Dr. Kristien Boelaert at the University of Birmingham and Dr. Quing Zhu of Washington University.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Link to Current Content:

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Current Page Number(s): Unit Project 1

Location: Unit 1 Project Task

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Original Text: New Content

Updated Text: This project will have you define a problem and apply the engineering process to a problem facing healthcare today. Your task is to research, analyze, evaluate, and critique medical uses of radioisotopes. You will focus on medical problems and how radioisotope technology was integrated to create a solution. Like all working scientists, you will need to relate past and current research conducted by scientists and engineers to the problem you are trying to solve.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition, 1 yr subscription***

ISBN: 9781265343736

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 1

Location: New Activity Question 4

Original Text: New Content

Updated Text: Question: Describe how diverse scientists or engineers have impacted the advance of radioisotope treatments and procedures. Sample Answer: Women and people of color have made valuable contributions to the scientific discovery of radiation and its implementation in medicine. Notable scientists include Marie Curie, Rosalyn Yalow, and, more recently, scientists such as Samuel Achilefu.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition, 1 yr subscription***

ISBN: 9781270000000

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 1

Location: Unit 1 Report

Original Text: New Content

Updated Text: Once you and your team have completed your research, write a one-page report of your findings. Your research should include at least three different radioisotope treatments or procedures that were historically or are currently being used in the medical field. Clearly identify the medical problem of interest in each of the three treatments and how this radioisotope technology was used to treat the problem in a novel way. Include the contributions of the scientists and engineers who developed the technologies, and describe how their research changed scientific thought or society.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 146

Location: Practice question 1

Original Text: New Content

Updated Text: 1. Compare and contrast the cells and interstitial materials of epithelial and connective tissue

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 262

Location: Figure 8.15 caption

Original Text: New Content

Updated Text: Levers and movement. (a) When the upper limb bends at the elbow or (b) when the upper limb straightens at the elbow, the bones and muscles function as levers. In both instances, the bio-mechanical movement is driven by muscular torque being applied at the fulcrum.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 283

Location: Short Answer, Question 11

Original Text: New Content

Updated Text: 11. Distinguish between flexors and extensors, and analyze the effect muscular torque has on each.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual***

ISBN: 9781265337476

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 138

Location: Classroom Activity

Original Text: New Content

Updated Text: Each pair must build one lever and analyze what happens when torque is applied to the fulcrum.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 241

Location: First paragraph under Skeletal Muscle Fibers

Original Text: New Content

Updated Text: A skeletal muscle fiber is a single cell that contracts (exerts a pulling force) in response to stimulation and then relaxes when the stimulation ends. This elasticity is critical to the function of muscles.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 246

Location: End of first paragraph

Original Text: New Content

Updated Text: After contraction, the muscle fiber returns to its original length. The ability for these fibers to stretch and rebound is what gives muscle tissue its great elasticity.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 259

Location: Use the Practices

Original Text: New Content

Updated Text: Develop a question about the difference in elasticity between skeletal and smooth muscle.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 244

Location: Practice Question 2

Original Text: New Content

Updated Text: Explain how the elastic characteristic of muscle fibers contributes to their function.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 399

Location: Bullet point 3

Original Text: New Content

Updated Text: 3. A change in the level of the substance in the blood stimulates a gland. For example, when the blood glucose level rises, the pancreas secretes insulin, and when the blood glucose level falls, it secretes glucagon (fig. 11.5c). This is also called humoral control.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 399

Location: Practice Question 1

Original Text: New Content

Updated Text: 1. Explain hormonal, neural, and humoral control of hormonal secretion.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 488

Location: added to end of first Arterial Blood Pressure paragraph

Original Text: New Content

Updated Text: The difference between systolic and diastolic blood pressure is also known as pulse pressure.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)***

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 489

Location: Practice Question 2

Original Text: New Content

Updated Text: 2. Describe the relationship between systolic and diastolic blood pressure.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 2

Location: Task

Original Text: New Content

Updated Text: You decide to title your presentation "Mending a Broken Heart," as your work showcases how experimental stem cell treatment repairs the functionality of the heart in heart attack patients. Your task is to create this presentation on the use of stem cell research to restore heart functionality with a group of 3-4 students. Your group will perform a cost-benefit analysis by defining and identifying specific advantages and problems associated with recent medical advancement, such as: isolating stem cells, activating differential pathways, the capability of stem cells to

conduct electrical signals, and the pros and cons over traditional transplant technology. Work with your team to research and discuss the advantages and problems with this emerging technology to prepare for your presentation.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 2

Location: New Activity Question 4

Original Text: New Content

Updated Text: 4. Compare this regenerative medicine technology with traditional organ transplants. Research and report the potential risks and benefits of this emerging technology for treating disease.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Unit Project 2

Location: Presentation

Original Text: New Content

Updated Text: Once you have finished your research, your group will design and give your presentation to the Vice President of Product Development (your teacher), outlining your cost-benefit analysis and discussing how this technology represents an advancement in organ repair.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual***

ISBN: 9781265337476

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 135

Location: Group Activity: Make a Claim

Original Text: New Content

Updated Text: Allow students to debate in a teacher-controlled respectful environment. Respect can be shown in debate by using the phrase: "I agree with \_\_\_\_\_, however, \_\_\_\_\_"

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Location: Chapter landing page of each chapter

Original Text: New Content

Updated Text: Currently, Anatomy and Physiology Revealed is available through direct links within each chapter. This update will allow APR to be assigned from the "Assignments" menu within the course. The content remains the same, but will be accessed in a different way.

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**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Location: Chapter Landing page of each chapter

Original Text: New Content

Updated Text: All vocabulary flashcards will be loaded into a new player which will meet accessibility standards. The content will not change.

**Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Online Student Edition***

ISBN: 9781265343736

Location: Chapter Assignments node of each chapter

Original Text: New Content

Updated Text: All Printable Labs will be accompanied by fully digital versions. The content will not change, just the delivery.

## **Publisher: CEV Multimedia**

### **Child Development**

#### **Program: *iCEV Child Development (Individual Course): TEKS***

**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: Project-What to Wear. This Project is found in the Baby Basics: Clothing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-What to Wear, which is located on pages 2-5 of the linked packet.

**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Preconception Health and Wellbeing, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

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Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Impacts of Assistive Technologies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Analysis of Assistive Technologies, which is located on page 10 of the linked packet.

**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

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**Component: *iCEV Child Development***

ISBN: 9798888640012

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**Component: *iCEV Child Development***

ISBN: 9798888640012

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Student Handout-Allergies and Intolerances in Children, which is located on page 11 of the linked packet.

**Component: *ICEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

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Updated Text: The new/updated text can be viewed in the Student Handout-Impacts of Assistive Technologies, which is located on pages 8-9 of the linked packet.

**Component: *ICEV Child Development***

ISBN: 9798888640012

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Link to Updated Content:

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Original Text: New Content

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**Component: *ICEV Child Development***

ISBN: 9798888640012

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**Component: *ICEV Child Development***

ISBN: 9798888640012

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Original Text: New Content

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**Component: *iCEV Child Development***

ISBN: 9798888640012

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Career Goals in Child Development, which is located on page 12 of the linked packet.

## **Publisher: eDynamic Holdings LP**

### **Child Development**

**Program: *Child Development 1a/1b: TEKS***

**Component: *Child Development 1a/1b***

ISBN: 9781959433170

Link to Current Content:

[View Current Content](#)

Location: Child Development 1a, Unit 2, Lesson 2, paragraph under substandard "Prenatal Care"

Original Text: New Content

Updated Text: A healthy child requires healthcare services even before they are born! There are many careers that provide services to those receiving prenatal care that you may want to explore. You could explore the career of an obstetrician-gynecologist (OB-GYN), which as you have previously learned is a doctor who concentrates on reproductive health for women. They help women from pre-conception to post-partum. Another career to explore is that of a family physician. They provide some level of prenatal care—especially in rural areas when there are fewer OB-GYNs available. Many family physicians can also recommend more specific types of prenatal care to their patients (such as an OB-GYN or a midwife.) Certified nurse midwives are not doctors, but they help provide prenatal care with a more holistic approach. They work with low-risk pregnancies and are trained to recognize when a pregnancy or birth needs more specialized care from an OB-GYN. Some prenatal care requires a specialist called a perinatologist. This is an obstetrician who works with patients who need extra support during their pregnancy, such as women over 35 or those who have special medical conditions that could cause a high-risk pregnancy.

**Component: *Child Development 1a/1b***

ISBN: 9781959433170

Link to Current Content:

[View Current Content](#)

Location: Child Development 1b, Unit 3, Lesson 1, under subheading "Respiratory Infections", click on Tab table feature label #2 "Respiratory Syncytial Virus" and read drop down information

Original Text: New Content

Updated Text: Have you ever seen an infant appear to stare at a cell phone or tablet? Is this helpful or harmful for a baby? While many studies remain inconclusive about the impact of technology on the growth and development of children ages birth through 12 months, it is commonly agreed that screen time is usually not a good substitute for face-

to-face interactions. If a screen is constantly used to comfort an infant, they might lack some of the social skills development and cognitive growth that interaction with parents and other adults might provide.

**Component: *Child Development 1a/1b***

ISBN: 9781959433170

Link to Current Content:

[View Current Content](#)

Location: Child Development 1b, Unit 3, Critical Thinking Question 4

Original Text: New Content

Updated Text: When Ruth is born, her parents know that she will need a lot in order to develop healthily. In your own words, what would you tell Ruth's parents about how to analyze the physical, emotional, social, and intellectual needs of children ages birth through 12 months? In other words, what will Ruth need physically, emotionally, socially, and intellectually as a newborn compared to a one-year-old? Also, analyze the impact of technology on the growth and development of children ages birth through 12 months. Based on this analysis, what advice would you offer Ruth's parents?

**Component: *Child Development 1a/1b***

ISBN: 9781959433170

Link to Current Content:

[View Current Content](#)

Location: Child Development 1b, Unit 3, Lesson 1, under subheading "Respiratory Infections", click on Tab table feature label #2 "Respiratory Syncytial Virus" and read drop down information

Original Text: New Content

Updated Text: Some infants and their families might find it helpful to use assistive technologies (AT), which are technologies used by individuals with disabilities to perform tasks that might be difficult or impossible without these devices. When experts analyze the impact of assistive technologies on the growth and development of children ages birth to 12 months, they conclude that AT can help infants with disabilities learn many crucial skills such as communication. Some research has shown that the use of AT devices can help encourage children to increase their communication efforts and skills. When infants use AT as needed, the impact on growth and development can be very positive.

**Component: *Child Development 1a/1b***

ISBN: 9781959433170

Link to Current Content:

[View Current Content](#)

Location: Child Development 1b, Unit 3, Critical Thinking Question 4

Original Text: New Content

Updated Text: Imagine you are creating an infographic to be given to families at a local healthcare facility. The infographic should identify characteristics of, contributing factors to, and treatment of fetal birth defects, including defects of unknown ideology. What is one detail that you would include on each of these topics? How would you analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development? How would you analyze the impact of assistive technologies on the growth and development of children ages birth through 12 months?

# Publisher: Goodheart-Wilcox Publisher

## Child Development

### Program: *Child Development: Early Stages Through Adolescence - Online Learning Suite: TEKS*

#### Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:

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Current Page Number(s): 115

Location: Critical Thinking #3

Original Text: Take turns presenting the highlights of your discussion to the class.

Updated Text: With your partner, analyze the positive relationship characteristics needed for parenting. Then take turns presenting the highlights of your discussion to the class.

#### Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 119

Location: CTSOs and Competitive Events

Original Text: Participating in competitive events is a key aspect of membership in any Career and Technical Student Organization (CTSO). Competing offers you an opportunity to expand your leadership potential and develop skills necessary in your family, community, and future workplace. These events allow you to demonstrate your knowledge, skills, and leadership while improving your creativity, commitment, and professionalism. Through competition, you can earn recognition, awards, travel opportunities, scholarships, and more!.... 5. Because communication plays an important role in competitive events, carefully research which communication skills are required in the event you select. Research and preparation are important factors in successful competition.

Updated Text: Participating in competitive events is a key aspect of membership in any Career and Technical Student Organization (CTSO). Competing offers you an opportunity to expand your leadership potential and develop creativity skills necessary in your family, community, and future workplace. These events allow you to demonstrate your knowledge, creativity skills, and leadership while improving your commitment and professionalism. Through competition, you can earn recognition, awards, travel opportunities, scholarships, and more!.... 5. Because communication plays an important role in competitive events, carefully research which communication and creativity skills are required in the event you select. Research and preparation are important factors in successful competition.

#### Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:

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Current Page Number(s): 259

Location: Core Skills #6

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Original Text: Present your findings to the class.

Updated Text: Be sure to identify appropriate considerations related to food allergies. Present your findings to the class.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 288

Location: Text Narrative

Original Text: Perhaps one of the earliest language action games infants enjoy is pat-a-cake.

Updated Text: Perhaps one of the earliest language action games infants enjoy is pat-a-cake. Infants and Technology: Technology can have a large influence on infant growth and development. Research is finding that infants who are exposed to technology show learning difficulties by the age of nine due to poor executive functioning (needed for higher-level cognition). The results from these studies are supporting the American Academy of Pediatrics' view that discourages all screen time before 18 months old, with the exception of video chatting. Assistive technology devices can have a positive influence on infant growth and development. Some examples include side-lying, prone, or supine frames and crescent-shaped cushions to help with positioning. Specially designed bottles, nipples and ergonomic eating utensils, lipped plates and dishes, adapted clothing, and communication boards can also help infants grow and develop.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 542

Location: Sentence after Figure 17.9

Original Text: (Figure 17.9).

Updated Text: (Figure 17.9). Adults should consider special dietary needs, such as food allergies.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 607

Location: Interacting with Other Children

Original Text: The peer relationships of school-age children and adolescents require more complex social skills than earlier relationships.

Updated Text: The peer relationships of school-age children and adolescents require more complex social skills than earlier relationships. These relationships and how they shape the school environment influence the growth and development of children.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

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Link to Current Content:  
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Current Page Number(s): 611

Location: School life bullet

Original Text: The most stress occurs when the classroom environment is unstructured, when teachers have unclear or unreasonable expectations, and when children realistically or unrealistically fear failure, especially on major tests.

Updated Text: The most stress occurs when the classroom environment is unstructured, when teachers have unclear or unreasonable expectations, and when children realistically or unrealistically fear failure, especially on major tests. Stress from school environments, including public, private, and home environments, can affect growth and development.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 626

Location: Critical Thinking #6

Original Text: Then, analyze how these reasons affect school-age children's self-esteem.

Updated Text: Evaluate the importance of individual identity for children's development. Then, analyze how self-concept and identity affect school-age children's self-esteem.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 670

Location: Legislation Affecting Children

Original Text: Some of these laws and regulations range

Updated Text: Some of these laws, regulations, and public policies range

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 696

Location: Critical Thinking #1

Original Text: Then discuss how meeting these needs impacts the success of health care.

Updated Text: Discuss how meeting these needs impacts the success of health care. Identify current legislation that affects the care, including physical care, of children.

**Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

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Link to Current Content:

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Current Page Number(s): 819

Location: Entrepreneurship

Original Text: Creativity, knowledge, self-motivation, and hard work are keys to making a business profitable.

Updated Text: Creativity skills, knowledge, self-motivation, and hard work are keys to making a business profitable.

## **Publisher: CEV Multimedia**

### **Child Development Associate Foundations**

**Program: *iCEV Child Development Associate Foundations (Individual Course): TEKS***

**Component: *iCEV Child Development Associate Foundations (Individual Course): TEKS***

ISBN: 9798888640029

Location: Project-Classroom Design Layout. This Project is found in the Learning Environments: Classroom Environment lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Classroom Design Layout, which is located on pages 2-4 of the linked packet.

## **Publisher: CodeHS, Inc.**

### **Computer Science I**

**Program: *Texas Computer Science 1: TEKS***

**Component: *Entry-Level IT Certifications***

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2.5

Location: Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Replaced article with new article: 10 of the Best Beginner IT Certifications for Your Career

**Component: *The State of Self-Driving Cars***

ISBN: 9798987718209

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.8.1

Location: Video: 4:00 - 7:30; Slides: 7-15

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Added article to read about current state of self-driving cars: The State of Self-Driving Cars: Autonomous Advances

**Component: *Entry-Level IT Certifications***

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2.5

Location: Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Previous article was replaced with a new article from Indeed that includes a few more certification options, and also includes tips, benefits, and potential related jobs.

**Component: *Texas Computer Science 1***

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2.3

Location: Article, bottom of page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Replaced article with one that addresses computer science resumes specifically.

**Component: *Texas Computer Science 1***

ISBN: 9798987718209

Link to Current Content:

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Current Page Number(s): 15.2.4

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Location: Assignment description, questions 1 and 2

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Replaced article and questions with ones that address computer science resumes specifically.

**Component: *Texas Computer Science 1***

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.13.1

Location: Video: 1:08 - 2:00; Slides: 6-9

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Provided new video link since old link didn't load for SRP team. Created this new video to provide additional narrative support.

**Component: *Texas Computer Science 1***

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.14.1

Location: Video 0:40 - 2:00

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Created new Notes activity to address spacing.

## **Publisher: Compusolar, Inc.**

### **Computer Science I**

**Program: *C# Programming: TEKS***

**Component: *Student Material***

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 6, Lesson 3

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Location: "Numbers in Binary", "Numbers in Hexadecimal" and "Coding and Displaying Hexadecimal Numbers" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We have added a yellow call-out box to the "Numbers in Binary" section to highlight the standard formatting style for displaying data in binary. A similar yellow call-out was added to the "Numbers in Hexadecimal" section. In the "Coding and Displaying Hexadecimal Numbers" section, we emphasized that ToString() can be used to produce the standard formatting style for hex values.

## Publisher: eDynamic Holdings LP

### Computer Science I

#### Program: *Introduction to Programming 1a/1b: TEKS*

**Component:** *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Link to Current Content:

[View Current Content](#)

Location: Programming 1b, Unit 5, Lesson 2

Original Text: New Content

Updated Text: Types of Bugs

Even though there are many thousands of kinds of physical bugs (moths, bees, ants,

grasshoppers, flies, etc.), there aren't as many software bugs, thankfully! We will focus on four kinds of software bugs—logic errors, syntax errors, lexical errors, and runtime errors. Before we look at some specific examples of each of these errors, we need to first understand the different classifications of bugs according to their severity:

Critical

A critical bug occurs when there is a fault in the functionality of the software causing a critical piece, or even the entire system, to fail. Examples may include failure to install, the software continuously crashing, or a crucial feature not working at all.

Major

Major bugs happen when there is a fault that affects basic functionality of an important feature. For example, if a calendar app did not allow users to add more than one event per day, this would be a major defect. Another major defect example would

be if a department store register started giving 30 percent discounts to every purchase.

### Minor

A minor bug occurs when a feature does not meet its requirement or intended functionality but does not have a major impact on the software. Minor defects still need to be resolved, but they do not have as high of a priority as major defects. For example, if a website form does not give the user confirmation that the form has been successfully submitted, this could be considered a minor defect. The major functionality still works (the form is sent), but the user should receive a confirmation message.

### Trivial

A trivial bug includes any cosmetic or aesthetic defects such as grammar, spelling, misaligned text, etc. Trivial bugs should still be fixed, but their priority is low as they do not affect the functionality of the software. An example might be if an app had a button with the text “sumbit” instead of “submit.”

Now that we understand the hierarchy of errors, let’s get some practice identifying four types of programming errors—syntax, logic, runtime, and lexical.

### Syntax Errors

We’ve already defined a syntax error as a problem that occurs when characters or symbols are incorrectly placed according to the rules of the language. This means that every misplaced symbol such as a comma, parenthesis, quotation mark, bracket, etc., counts as a syntax error because it violates the rules of the language. Other examples include misspelling a variable name or reserved word. You have no doubt already made several syntax errors in your programming career thus far. While syntax errors can be frustrating, they are the easiest type of error to find and fix. Check out an example of a syntax error by logging into PythonAnywhere, creating a new file, and

typing in the following code:

```
x = 10  
  
while x> 0  
  
print(x)  
  
x -= 1
```

When you run the program, you should receive a syntax error message at the end of

the while statement line because there should be a colon after the 0.

Your syntax error will be displayed beneath where the error occurs.

### Lexical Errors

At first glance, a lexical error may seem similar to a syntax error because they both deal with characters or symbols that are used incorrectly. However, a lexical error occurs when a sequence of characters is not allowed in a particular language. The compiler or interpreter doesn't know what to do with the characters, so it will throw an error during execution. Note: in Python (and other languages), lexical errors are not usually called "lexical"; instead, you'll probably see them labeled as a name error or syntax error.

If you try to use the statement `x = 1abc`, most languages will throw a lexical error because `1abc` is not a valid sequence of characters for a variable (it's not a string or a number). If you end a statement with an invalid symbol such as `$` or `"`, then you have also committed a lexical error.

Try running this program in PythonAnywhere:

```
runner-up = input("Please enter the name of the runner-up: ")  
  
first-place = input("Please enter the name of the person in first place: ")  
  
print("Congratulations", runner-up, "and", first-place)
```

You will get an error because `runner-up` and `first-place` are not valid variable names since they contain hyphens. This means that the lexical analyzer cannot match the characters "runner-up" with a valid pattern in the Python language, so the program gives an error.

**Component: *Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:

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Location: Programming 1b, Unit 7, Lesson 1

Original Text: New Content

Updated Text: Data Communication Advancements

These days, a reliable data communication system is a key part of doing business as most organizations use the internet to communicate and transfer data. They may use a software messaging tool, email, cloud data storage, or the good old-fashioned telephone. Before we look at the threats and risks to these systems, let's investigate some of the cool computing advancements in this area.

One of the coolest advancements is 5th generation cellular technology (5G). It's a new kind of network technology that allows faster mobile broadband connections, relieves the burden of too many devices connected to Wi-Fi, and even creates a more realistic, seamless gaming experience for video gamers.

You may have heard of supercomputers—advanced computers with tens of thousands of processors that can solve complex problems in a matter of minutes. Brace yourself because quantum computers are blowing supercomputers out of the water! While the details are a bit too complicated for our purposes, you should know that quantum computers use qubits instead of regular bits for storing data. Whereas a bit can only be on or off (1 or 0), a qubit can be simultaneously on and off. If that doesn't blow your mind, also consider the fact that a single qubit can represent more than one number at the same time, which means it can perform calculations at ridiculously fast speeds. In fact, a quantum computer recently developed by Google outperformed the world's fastest supercomputer by 47 years!<sup>1</sup>

Faster network technologies like 5G and faster computers like quantum machines are already disrupting the landscape of data communication. Imagine a world where clean energy is the norm for everyone in the world, supply chain disruptions are eliminated, batteries last longer than ever, traffic jams are a thing of the past, and complex financial investments are done in seconds. The future is looking bright!

**Data Communication Risks**

With these computing advancements in mind, we also need to consider the many threats that can affect data communication systems. If an organization's internet connectivity is compromised, communication will suffer and could cost the company money in lost sales or reduced services. For example, if the popular online retail website Amazon went down for just an hour, it would cost them millions of dollars in lost revenue. If a data center does not have adequate physical security, servers containing valuable data could be damaged or destroyed. If a data center does not have robust

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cybersecurity measures in place, the servers could be vulnerable to hacking.

Web services like internet calling, known as Voice Over IP or VoIP, can have vulnerabilities that might be exploited. If the VoIP provider is not using an encrypted connection for calls, the communication could be vulnerable to eavesdroppers. Valuable information might be stolen and sold to competing organizations. Since VoIP uses an internet connection, if the internet service provider or the company's network comes under attack by a hacker, VoIP communication might be disrupted. Web calls can be particularly vulnerable if they are made on a public or shared network, such as at a coffee shop or in a mall. Quantum computers can even break normal encryption methods, calling for more advanced cybersecurity techniques.

Aside from malicious threats, if employees are not trained properly in how to use the communication tools, there could be other risks to the system. Employees should be given the minimum amount of access and responsibilities in the system that they need in order to complete their job. Disgruntled employees can also provide a risk to the system, and they can enact harm from the inside if given too much access.

**Component: *Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:  
[View Current Content](#)

Location: Programming 1b, Unit 7, Lesson 1

Original Text: New Content

Updated Text: Software Application Advancements

As computers themselves become more advanced, we're also seeing new trends in nearly every field that uses technology. Moving to the area of software applications, there are some exciting computing-related advancements. As we did before, let's investigate these before learning about the associated threats and risks.

Artificial intelligence (AI) is a buzzword these days, and it is worth the hype! AI refers to a machine solving problems that

normally require human intelligence. AI can transform data communication and networking by identifying problems before they occur, automating complex processes, and using machine learning to comb through massive amounts of data to look for patterns. As more people than ever before are working remotely, AI is providing helpful tools for monitoring and analyzing employee productivity. And did you know that 97 percent of smartphone users routinely use AI-powered digital assistants such as Siri, Google Assistant, and Alexa?1

AI isn't the only technological trend, however. As processors become smaller and more powerful, more devices are connected to the Internet of Things (as we'll learn more about soon), augmented and virtual reality are changing the ways that businesses communicate, blockchain technology is disrupting more than just the cryptocurrency space, and cloud computing is revolutionizing the way that people access software and do their work.

### Software Application Risks

Some pieces of software carry more importance than others, and vulnerability to risks could prove harmful or fatal to human lives. Examples of such software might include air traffic control systems, hospital equipment, and car software. But even software that is not directly responsible for human lives can still hurt the company if it is compromised in some way.

### **Component: *Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:  
[View Current Content](#)

Location: Programming 1b, Unit 7, Critical Thinking Question 4

Original Text: New Content

Updated Text: 4. Many different areas have been affected by computer-related advancements. Choose one particular field (e.g., finance, science, health, sports, etc.) and describe how artificial intelligence (AI) has affected that field. What possible ways could AI benefit that field in the future?

Answers will vary but may include:

AI machine learning has affected health care by decreasing the amount of time needed to review test results, which means diagnoses can be made faster and treatment can begin sooner. In the future, this could result in less expensive and more timely testing.



# Publisher: Savvas Learning

## Computer Science I

Program: *Computer Science I for Texas (Print with digital): TEKS*

Component: *Computer Science I*

ISBN: 9780138043162

Link to Current Content:

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Current Page Number(s): 216

Location: Middle of page

Original Text: New Content

Updated Text: Some objects used to solve a problem include variables, data structures, functions, and methods. To identify the objects needed to solve a problem, be sure to follow these steps: 1. Identify the Problem Statement: The first and foremost step is to understand the problem you're trying to solve. Read the requirements, tasks, or goals very carefully. 2. Identify the Nouns: When you read through the problem statement, you can identify the nouns as potential objects. For example, if you're developing a car rental system, some of the nouns could be car, customer, or reservation. 3. Filter the Nouns: Not every noun identified in the problem statement would be a relevant object. It is important to filter the relevant objects from irrelevant ones. 4. Identify Relationships: Once you have a list of potential objects, the next step is to identify the relationships between these objects. 5. Identify Properties and Methods: Each object has its properties and methods. For example, a car can have properties like model, make, color, etc. and methods can be start, stop, accelerate, etc. 6. Identify the Constraints: Understand the restrictions or rules that need to be imposed on the objects. These could be validation rules or business rules that govern how your objects should behave.

Component: *Computer Science I Teacher's Wraparound Edition*

ISBN: 9780138043179

Link to Current Content:

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Current Page Number(s): 216

Location: Middle of inset student page

Original Text: New Content

Updated Text: Some objects used to solve a problem include variables, data structures, functions, and methods. To identify the objects needed to solve a problem, be sure to follow these steps: 1. Identify the Problem Statement: The first and foremost step is to understand the problem you're trying to solve. Read the requirements, tasks, or goals very carefully. 2. Identify the Nouns: When you read through the problem statement, you can identify the nouns as potential objects. For example, if you're developing a car rental system, some of the nouns could be car, customer, or reservation. 3. Filter the Nouns: Not every noun identified in the problem statement would be a relevant object. It is important to filter the relevant objects from irrelevant ones. 4. Identify Relationships: Once you have a list of potential objects, the next step is to identify the relationships between these objects. 5. Identify Properties and Methods: Each object has its properties and methods. For example, a car can have properties like model, make, color, etc. and methods can be start, stop, accelerate, etc. 6. Identify the Constraints: Understand the restrictions or rules that need to be imposed on the objects. These could be validation rules or business rules that govern how your objects should behave.

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Current Page Number(s): 336

Location: Finding Errors

Original Text: In general, syntax errors are easy to find and easy to correct because the compiler gives error messages as to where the errors came from and why they are wrong. Runtime errors are not difficult to find, either, since the reasons and locations for the errors are displayed in a message on the console when the program aborts. Finding logic errors, on the other hand, can be very challenging. In the next section, you will learn the techniques of tracing programs and finding logic errors.

Updated Text: In general, syntax errors are easy to find and easy to correct because the compiler gives error messages as to where the errors came from and why they are wrong. Runtime errors are not difficult to find, either, since the reasons and locations for the errors are displayed in a message on the console when the program aborts. Test your programs using invalid data to verify the cause and location of the error. Finding logic errors, on the other hand, can be very challenging. In the next section, you will learn the techniques of tracing programs and finding logic errors.

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ISBN: 9780138043179

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Current Page Number(s): 336

Location: Finding Errors on inset student page

Original Text: In general, syntax errors are easy to find and easy to correct because the compiler gives error messages as to where the errors came from and why they are wrong. Runtime errors are not difficult to find, either, since the reasons and locations for the errors are displayed in a message on the console when the program aborts. Finding logic errors, on the other hand, can be very challenging. In the next section, you will learn the techniques of tracing programs and finding logic errors.

Updated Text: In general, syntax errors are easy to find and easy to correct because the compiler gives error messages as to where the errors came from and why they are wrong. Runtime errors are not difficult to find, either, since the reasons and locations for the errors are displayed in a message on the console when the program aborts. Test your programs using invalid data to verify the cause and location of the error. Finding logic errors, on the other hand, can be very challenging. In the next section, you will learn the techniques of tracing programs and finding logic errors.

**Component: *Computer Science I***

ISBN: 9780138043162

Link to Current Content:

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Current Page Number(s): 388

Location: Programming Exercises, number 1

Original Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style so there are no errors, and write a version that has at least one error. Exchange the version of the code that includes errors with a classmate or other team. Analyze the other team's code. Use error messages and other effective strategies including reference materials and Python language documentation to identify and solve the problems

in the code. Debug the code. Exchange code back, and compare your original error-free code with the code the other team debugged. Discuss how they are the same, and how they are different.

Updated Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style and coding so there are no errors and write a version that has at least one error that will cause the program to stop running if the user enters invalid data (such as a value or condition). Exchange both versions of the code with a classmate or other team. Analyze the other team's code. Test both versions of the code using valid and invalid data. Analyze the resulting behavior and then use error messages and other effective strategies including reference materials and Python language documentation to identify and solve problems or errors that you find. After debugging and fixing the code, exchange code to get your code back. Compare your original code with the code the other team debugged. Discuss how they are the same, and how they are different.

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Link to Current Content:

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Current Page Number(s): 388

Location: Programming Exercises, number 1 on inset student page

Original Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style so there are no errors, and write a version that has at least one error. Exchange the version of the code that includes errors with a classmate or other team. Analyze the other team's code. Use error messages and other effective strategies including reference materials and Python language documentation to identify and solve the problems in the code. Debug the code. Exchange code back, and compare your original error-free code with the code the other team debugged. Discuss how they are the same, and how they are different.

Updated Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style and coding so there are no errors and write a version that has at least one error that will cause the program to stop running if the user enters invalid data (such as a value or condition). Exchange both versions of the code with a classmate or other team. Analyze the other team's code. Test both versions of the code using valid and invalid data. Analyze the resulting behavior and then use error messages and other effective strategies including reference materials and Python language documentation to identify and solve problems or errors that you find. After debugging and fixing the code, exchange code to get your code back. Compare your original code with the code the other team debugged. Discuss how they are the same, and how they are different.

**Component: *Computer Science I***

ISBN: 9780138043162

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Current Page Number(s): 388

Location: Programming Exercises, number 2

Original Text: Working alone or with a partner, brainstorm, design, and write a program that tells users to go to sleep if it is 10 p.m. or later. Write a version of the code using proper programming style so there are no errors, and write a version that has at least error. Exchange the version of the code that includes errors with a classmate or other team. Analyze the other team's code. Use error messages and other effective strategies including reference materials and Python language documentation to identify and solve the problems in the code. Debug the code. Exchange code back, and compare your

original error-free code with the code the other team debugged. Discuss how they are the same, and how they are different

Updated Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to go to turn off devices if it is 10 p.m. or later. Write a version of the code using proper programming style and coding so there are no errors and write a version that has at least one error that would result from invalid user input such as a date instead of a time. Exchange both versions of the code with a classmate or other team. Analyze the other team's code. Test both versions of the code using valid and invalid input data. Analyze the resulting behavior and then use error messages and other effective strategies including reference materials and Python language documentation to identify and solve problems or errors that you find. After debugging and fixing the code, exchange code to get your code back. Compare your original code with the code the other team debugged. Discuss how they are the same, and how they are different.

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Current Page Number(s): 388

Location: Programming Exercises, number 2 on inset student page

Original Text: Working alone or with a partner, brainstorm, design, and write a program that tells users to go to sleep if it is 10 p.m. or later. Write a version of the code using proper programming style so there are no errors, and write a version that has at least error. Exchange the version of the code that includes errors with a classmate or other team. Analyze the other team's code. Use error messages and other effective strategies including reference materials and Python language documentation to identify and solve the problems in the code. Debug the code. Exchange code back, and compare your original error-free code with the code the other team debugged. Discuss how they are the same, and how they are different

Updated Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to go to turn off devices if it is 10 p.m. or later. Write a version of the code using proper programming style and coding so there are no errors and write a version that has at least one error that would result from invalid user input such as a date instead of a time. Exchange both versions of the code with a classmate or other team. Analyze the other team's code. Test both versions of the code using valid and invalid input data. Analyze the resulting behavior and then use error messages and other effective strategies including reference materials and Python language documentation to identify and solve problems or errors that you find. After debugging and fixing the code, exchange code to get your code back. Compare your original code with the code the other team debugged. Discuss how they are the same, and how they are different.

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ISBN: 9780138043162

Link to Current Content:

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Current Page Number(s): 388

Location: Programming Exercises, number 3

Original Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style so there are no errors, and write a version that has at least one error. Exchange the version of the code that includes errors with a classmate or other team. Analyze the other team's code. Use error messages and other effective strategies including reference materials and Python language documentation to identify and solve the problems

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in the code. Debug the code. Exchange code back, and compare your original error-free code with the code the other team debugged. Discuss how they are the same, and how they are different.

Updated Text: Working alone or with a partner, brainstorm, design a sequential algorithm, and write a program that tells users to wear a sweater if the temperature is 50 degrees Fahrenheit or below. Write a version of the code using proper programming style and coding so there are no errors and write a version that has at least one error that will cause the program to stop running if the user enters invalid data (such as a value or condition). Exchange both versions of the code with a classmate or other team. Analyze the other team's code. Test both versions of the code using valid and invalid data. Analyze the resulting behavior and then use error messages and other effective strategies including reference materials and Python language documentation to identify and solve problems or errors that you find. After debugging and fixing the code, exchange code to get your code back. Compare your original code with the code the other team debugged. Discuss how they are the same, and how they are different.

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Current Page Number(s): 388

Location: Programming Exercises, number 3 on inset student page

Original Text: Working alone or with a partner, brainstorm, design, and write a program that uses error handling techniques that you learned in this chapter to prevent common errors such as division by zero or data type mismatch. Exchange your code with a classmate or other team. Analyze the code. If necessary, use reference materials and Python language documentation to find information on any techniques you do not recognize. Write a paragraph explaining how the other team used error handling techniques to produce error-free code.

Updated Text: Working alone or with a partner, brainstorm, design, and write a program that uses error handling techniques that you learned in this chapter to prevent common errors such as division by zero or data type mismatch. Exchange your code with a classmate or other team. Analyze the code. Test the code using valid and invalid data and analyze the resulting behavior to determine if there are errors. If necessary, use reference materials and Python language documentation to find information on any techniques you do not recognize. Write a paragraph explaining how the other team used error handling techniques to produce error-free code.

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Link to Current Content:

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Current Page Number(s): 162

Location: Above The Remainder Operator

Original Text: New Content

Updated Text: Write a mathematical expression for the square of 64

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Location: Above The Remainder Operator on inset student page

Original Text: New Content

Updated Text: Write a mathematical expression for the square of 64

**Component: *Computer Science I***

ISBN: 9780138043162

Link to Current Content:

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Current Page Number(s): 11

Location: Bottom of page

Original Text: New Content

Updated Text: Ten Common Programming Technology Key Terms 1. Algorithm: A step-by-step procedure or formula for solving a problem or accomplishing a task. In programming, algorithms are used to design and implement functions that make software behave in a certain way. 2. API (Application Programming Interface): A set of protocols, routines, and tools for building software and applications. APIs specify how software components should interact and allow different software systems to communicate with each other. 3. Object-Oriented Programming (OOP): A programming paradigm that uses "objects" - data structures consisting of data fields and methods together with their interactions - to design applications and computer programs. 4. Function: A named section of a program that performs a specific task. In functional programming, the output value of a function depends only on its inputs, without observable side effects. 5. Variable: A named space in the memory of a computer that stores values. In programming, variables are used to store information that can be used throughout a program. 6. Debugging: The process of finding and resolving defects or problems within a program that prevent correct operation of computer software or a system. 7. Syntax: The set of rules that defines the combinations of symbols that are considered to be correctly structured programs in a specific programming language. 8. IDE (Integrated Development Environment): A software application that provides comprehensive facilities to computer programmers for software development. An IDE typically consists of a source code editor, build automation tools, and a debugger. 9. Compiler: A special program that processes statements written in a particular programming language and turns them into machine language or "code" that a computer's processor uses. 10. Concurrency: The execution of the multiple instruction sequences at the same time. It happens in the operating system when there are several process threads running in parallel. The running process threads always communicate with each other through shared memory or message passing. Concurrency results in sharing of resources result in problems like deadlocks and resources starvation.

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Link to Current Content:

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Current Page Number(s): 11

Location: Bottom of inset student page

Original Text: New Content

Updated Text: Ten Common Programming Technology Key Terms 1. Algorithm: A step-by-step procedure or formula for solving a problem or accomplishing a task. In programming, algorithms are used to design and implement functions that make software behave in a certain way. 2. API (Application Programming Interface): A set of protocols, routines, and tools for building software and applications. APIs specify how software components should interact and allow different software systems to communicate with each other. 3. Object-Oriented Programming (OOP): A programming paradigm that uses "objects" - data structures consisting of data fields and methods together with their interactions - to design

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applications and computer programs. 4. Function: A named section of a program that performs a specific task. In functional programming, the output value of a function depends only on its inputs, without observable side effects. 5. Variable: A named space in the memory of a computer that stores values. In programming, variables are used to store information that can be used throughout a program. 6. Debugging: The process of finding and resolving defects or problems within a program that prevent correct operation of computer software or a system. 7. Syntax: The set of rules that defines the combinations of symbols that are considered to be correctly structured programs in a specific programming language. 8. IDE (Integrated Development Environment): A software application that provides comprehensive facilities to computer programmers for software development. An IDE typically consists of a source code editor, build automation tools, and a debugger. 9. Compiler: A special program that processes statements written in a particular programming language and turns them into machine language or "code" that a computer's processor uses. 10. Concurrency: The execution of the multiple instruction sequences at the same time. It happens in the operating system when there are several process threads running in parallel. The running process threads always communicate with each other through shared memory or message passing. Concurrency results in sharing of resources result in problems like deadlocks and resources starvation.

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### **Computer Science II**

#### **Program: *Texas Computer Science II: TEKS***

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 3.7.3

Location: Reflection Questions

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description: First sentence

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.1.6

Location: Assignment Description: task in first and final paragraphs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Project Overview note: All instructions in note

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ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 3.6.1

Location: Lesson Video: Entire video

Link to Updated Content:

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Original Text: New Content

Updated Text: See URL. New Location: Article: Entire Article

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 3.6.4

Location: Activity Description: First two sentences under "Hint" heading

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Discussion Question: First Paragraph

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.3.4

Location: Assignment Description: First sentence of question 3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Entire note

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Current Page Number(s): 10.3.4

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Location: Assignment Description: Question 3

Link to Updated Content:

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Original Text: New Content

Updated Text: See URL. New Location: Assignment Description: Entire description

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Link to Current Content:

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Current Page Number(s): 7.11.5

Location: Assignment Description

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description: First sentence

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ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.1.2

Location: Connection Description: First three paragraphs

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Project Overview note: All instructions in note

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ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 11.1.3

Location: Assignment Description

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: See URL. New Location: Project Overview note: All instructions in note

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Link to Current Content:

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Current Page Number(s): 7.3.9

Location: Example Code: See lines 14-19 of example code in Classroom.java

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description and Example Code

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.6.4

Location: Assignment Description: First line of code block in description.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: First sentence of assignment description

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.9.7

Location: Example Code: See lines 15 of example code in Matrix.java

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description and Example Code

**Component: *Texas Computer Science II***

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Current Page Number(s): 7.9.4

Location: Solution Code: See Solution Code, lines 9-12 (Click the More tab and then the Solution drop down)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: First paragraph of assignment description

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.9.7

Location: Example Code: See lines 6-36 of example code in Matrix.java

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description and Example Code

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.9.4

Location: Solution Code: See Solution Code, lines 9-12 (Click the More tab and then the Solution drop down)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: First paragraph of assignment description

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.12.4

Location: Example Code: In the provided example code in EvenOdd.java lines 5 - 13

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: See URL. New Location: Example Code: Code in Nested.java lines 8-16 and first two paragraphs in the assignment description. (Click assignment tab on the right)

**Component: *Texas Computer Science II***

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Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 4.12.5

Location: Assignment Description: See Solution Code for FindMinimum.java. Click the More tab > Solution

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description: Entire description

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Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 9.1.4

Location: Assignment Description: Fourth listed question

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Description: Third and fourth listed question

**Component: *Texas Computer Science II***

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Link to Current Content:  
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Current Page Number(s): 3.6.1

Location: Lesson Video: Entire video

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Side Bar: Three paragraphs in right sidebar

**Component: *Texas Computer Science II***

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Link to Current Content:

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Current Page Number(s): 1.6.1

Location: Lesson Video: 3:33-5:17

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Lesson Video: 3:33-5:17

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6.10

Location: Example Description: Entire description.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Example Description: Entire description.

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6.10

Location: Example Code: IntegersMinAndMax.java, line 9-11

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Example Code: IntegersMinAndMax.java, line 9-11

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 1.6.11

Location: Assignment Code: IntegerOverflow.java line 6

Link to Updated Content:

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Original Text: New Content

Updated Text: See URL. New Location: Assignment Code: IntegerOverflow.java line 6

**Component: *Texas Computer Science II***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6.10

Location: Lesson Video: 3:33-5:17

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Lesson Video: 3:33-5:17

**Component: *Texas Computer Science II***

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Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6.10

Location: Example Description: Entire description.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Example Description: Entire description.

**Component: *Texas Computer Science II***

ISBN: 9798987718223

Link to Current Content:

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Current Page Number(s): 1.6.10

Location: Example Code: IntegersMinAndMax.java, line 6-8

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Example Code: IntegersMinAndMax.java, line 6-8

**Component: Texas Computer Science II**

ISBN: 9798987718223

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6.11

Location: Assignment Code: IntegerOverflow.java line 5

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See URL. New Location: Assignment Code: IntegerOverflow.java line 5

## **Publisher: eDynamic Holdings LP**

### **Computer Science II**

#### **Program: *Programming 2a/2b: TEKS***

**Component: *Programming 2a/2b***

ISBN: 9781737161585

Link to Current Content:

[View Current Content](#)

Location: Programming 2a, Unit 3, Activity 1

Original Text: New Content

Updated Text: In the unit, you started coding a program that uses a list to store states that a user inputs. In this activity, you will use PythonAnywhere to create a menu that gives the user various choices corresponding to list operations.

#### Step 1: Make a Plan

Before you jump into coding, take a moment to make a plan. If you follow a systematic problem-solving process, your program is more likely to be successful.

Start by identifying the purpose of the program. The purpose should explain the “why” behind the program at a high level. In other words, what is the point of developing the program?

What specific goals does the program have? This is tied to functionality (what the program does). Goals are the “what” behind the program. Note: you don’t need to explain “how” the goals will be accomplished.

What kind of data type(s) or structure(s) will you need to use to accomplish the goals?

Identify any subtasks that need to be completed. For example, if you are creating a menu, break down each menu option into subtasks that need to be coded.

Journal your answers to these problem-solving questions in a word-processing document.

#### Step 2: Create Menu Options

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Allow the user to choose whether they want to insert or append a state, remove a state, search for a state, modify an existing state, print the list, or quit the program. After the user chooses to quit, sort and print the final list.

### Step 3: Validate

For each choice, make sure that you are validating the user input. Convert the user input to lowercase letters and then use a list to check for variations of input. (For example, the user should be able to type “remove” or “r.” Refer back to Lesson 3 if you need further examples.)

### Step 4: Code the Options

Write the appropriate code for each option listed in the user menu.

### Step 5: Test

Run your program and test out all the various operations that a user might do. Fix any bugs.

### Step 6: Submit Your Program

Click on the Share button in the upper right part of the screen in PythonAnywhere. Click Get Sharing Link. Then click the clipboard symbol to copy the link. Paste the link into the dropbox to submit. Also, submit the word-processing document with your problem-solving plan.

If you are not able to get your code to run correctly, write a paragraph explaining why and what you attempted to try to fix the problem(s).

### **Component: *Programming 2a/2b***

ISBN: 9781737161585

Link to Current Content:

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Location: Programming 2b, Unit 8, Lesson 4

Original Text: New Content

Updated Text: Prepare

This section is where the rubber meets the road. You’ll make specific plans according to the reflections and research you’ve done. Maybe you’ll attend a specific university or do an online program. Maybe you’ll sign up for a certification test or attend a program in your area. You might start applying for internships or contact people in your chosen field to set up a job shadowing opportunity.

Whatever your plans, make sure to be specific. Label them clearly, such as Goal 1, Goal 2, etc., and include your timeline. For example, Goal 1 might be to join a local FBLA chapter to develop leadership skills, and you might plan to make that happen by next month. You may want to organize it in a table format such as the following:

TABLE Career Plan

Start Date

Expected Completion Date

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Opportunity Type

Facilitator

Outcome

(job, internship, club, online course, mentoring, etc.)

(teacher, mentor, coach, online educator, etc.)

(new skills, degree, certification, etc.)

#### CALLOUT BOX

Such a Softie

Part of preparing for your future career involves developing your soft skills. No, we're not talking about being a "softer" person, whatever that means. Think of soft skills as your people skills. You may know how to write amazing code, but how well do you manage your time? How well can you work on a team, handle conflict, or organize your surroundings? You'll have many opportunities to develop these skills as you progress, but one that's worth putting in the hard work right now is time management.

Here are some quick and easy ideas to get you started on managing your time effectively, and they work well for all areas of your life:

Get an early start: avoid procrastination and dive right in.

Prioritize effectively: decide which tasks are the top priority and work on those first.

Make a plan: instead of a to-do list, create a priority list and tick off tasks as you get them done.

Minimize distractions: avoid checking social media or responding to messages while you're working—put your phone in another room and only check it each hour, if possible.

Chunk your time: set a timer for 20 minutes and focus on completing a task without interruptions; take a break and then repeat.

# Publisher: eDynamic Holdings LP

## Cybersecurity Capstone

### Program: *Operational Cybersecurity 1a/1b: TEKS*

Component: *Operational Cybersecurity 1a/1b*

ISBN: 9798986044354

Link to Current Content:

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Location: Operational Cybersecurity 1b, Unit 5, Lesson 5, Header "Join an Organization" paragraph 1-2

Original Text: New Content

Updated Text:

Build Your Career Plan

Regardless of whether you join FBLA, by now, you likely have an idea about where you see your career going. In order to reach your goals, you should have a plan. Your plan should include those goals as well as distinct objectives (or mini-goals) and the strategies you'll use to accomplish them.

Objectives and goals represent your ambitions. For example, perhaps your goals are to obtain a two- or four-year degree after high school and get a job as a programmer.

A strategy is an approach that you take to achieve a goal. If you have the goal of earning a four-year degree, your strategy might be to enroll at a certain university because it offers the major you want to pursue. You might also evaluate schools based on their tuition costs and post-graduation job placement rates. The best part about a plan is that it is not written in stone—you can change it anytime! If you decide midway through your degree that you no longer want to be a programmer, revisit your plan, work through your new desires and passions, and move forward from there.

The best part about a plan is that it is not written in stone—you can change it anytime! If you decide midway through your degree that you no longer want to be a programmer, revisit your plan, work through your new desires and passions, and move forward from there.

Once you have a plan, you will need to develop a resume or portfolio that is appropriate for it. A resume is a document summarizing your experience, education, and skills. It should be cleanly formatted but also eye-catching to get the attention of job hirers. A portfolio is a showcase of your work. It is visually appealing and should include work samples, projects, or case studies that you were a part of.

Once you have a chosen career plan, you will need to develop a resume or portfolio that is appropriate for it. A resume is a document summarizing your experience, education, and skills. It should be cleanly formatted but also eye-catching to get the attention of potential employers. A portfolio is a showcase of your work. It is visually appealing and should include work samples, projects, or case studies that you were a part of.

Component: *Operational Cybersecurity 1a/1b*

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Location: Operational Cybersecurity 1b, Unit 6, Lesson 2, Header "Intellectual Property Laws" paragraph

Original Text: New Content

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Updated Text: Intellectual Property Laws

Gliders, Inc., needs to be aware of where our customers are physically located as any organization needs to follow the data protection laws of the customer's location. This can apply if the data is only passing through a country, even if the customer and Gliders, Inc. are in separate jurisdictions.

We also need to be able to analyze local cybersecurity laws. Countries have their own cybersecurity laws that can govern such concepts as how a company uses customers' personal data and even against forms of cyberbullying and cyberstalking. For example, a company that operates in European countries must follow the regulations of the GDPR in regard to protecting personal data.

**Component: *Operational Cybersecurity 1a/1b***

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Link to Current Content:

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Location: Operational Cybersecurity 1b, Unit 8, Lesson 2, Header "Network Segmentation" paragraph 1-2

Original Text: New Content

Updated Text: Specialized VLAN Topics

...

Demilitarized Zone (DMZ)

In the military, a demilitarized zone (DMZ) is defined as a place where military forces and weapons have been removed. The definition of a network DMZ is a little different. In this context, a DMZ is a logical subnet where an organization places servers that need to be publicly accessible and, therefore, are not part of the internal network. For example, an email or web server needs to be publicly accessible for outside users to access those services. However, if either of those servers were compromised, we would have to address the possibility that a threat actor was now inside our internal network.

The way DMZs are configured in different networks varies, but the basic idea is for servers that require public access to be moved from the internal network and placed in a special VLAN/subnet that is outside of the internal network's firewall. Typically, as pictured below, another firewall is set up that is responsible for protecting systems in the DMZ. It also approves any network traffic that needs to flow from the DMZ to the internal network, which adds an additional layer of security.

In a typical DMZ configuration, a second, internal firewall protects systems in the DMZ and monitors network traffic that flows to the internal network.

As a CISO, you need to spend the time it takes to understand how and why traffic flows on your network. There are times when network segmentation is needed, and there are times when you need to make sure devices are on the same VLAN to make traffic flow as efficiently as possible. This is a perfect opportunity to think like your adversary and speculate on the ways that they could exploit your network configuration.

Air Gaps and Sandboxes

Other ways to segment your network is by using an air gap. Air gaps are created when digital assets are separated from unauthorized intrusion in some form. There are several variations of air gaps, including:

- Physical air gap: a device that is disconnected from a network and physically removed from other devices
- Segregated air gap: a device that is disconnected from a network
- Logical air gap: a device that has been protected from access through encryption and access controls

A helpful use of an air gap is to create an air gap backup of data so that if a system is attacked or suffers a failure, there is a way to retrieve that system's data.

The challenge with air gaps is that it is so easy for a device to be reconnected to a network these days that it takes a lot of vigilance to make sure these systems maintain their segmentation from the network.

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A sandbox is a virtual environment that is isolated from the network where suspicious code or other threats can be tested or thwarted without harming the entire network. New programs can be tested in a sandbox before installing them across an entire system to make sure there are no unpredictable side effects. When we say that something is “sandboxed,” it means that item is limited in where it can travel on the network.

**Component: *Operational Cybersecurity 1a/1b***

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Link to Current Content:

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Location: Operational Cybersecurity 1a, Unit 6, Critical Thinking 4

Original Text: New Content

Updated Text: Cumulative Project: How Would You Design the Company Network?

Required Materials

- Presentation software

Becoming the CISO

In this activity, you will take on the role of a CISO equivalent for a small online retail business. Think of it as a promotion from your previous contractor positions in previous activities! Your company sells computer hardware, making about one hundred sales each day. Other than you, the staff for the company consists of the following people:

- Four IT staff members: one senior member who works directly with you and three lower-level administrators who are responsible for the day-to-day maintenance as well as tasks like writing code for the website.
- Three staff in the sales department: a marketing manager who organizes most of the sales strategies, a copywriter, and a PR professional (who is also one of the company owners)
- The company president, an accountant (who doubles as the HR rep), and four other employees with relatively little IT training

Your immediate task is to create a slideshow presentation that will cover major targets discussed in the unit.

Step 1: The Presentation

Create a slideshow that is suitable to present to the company president and other IT staff. They are your target audience.

The presentation should cover the design of the company’s network by focusing on four major components:

- DHCP and switch hardware
- DNS
- Routers
- Firewalls (including an incoming and outgoing network policy)
- DMZ (including a simple logical diagram that provides a topological overview of services)

Your discussion of each component should include the following information:

- An explanation of the component
- Identification of the threats to the component (based on your business)
- At least ONE major target-hardening mechanism

Think of it as an exercise in providing basic instruction while also arguing the merits of maintaining or increasing budget spending on security.

Step 2: What to Submit

Your submission for this activity will be a slideshow-style presentation that explains the four major network components as they apply to your business, including threats and hardening mechanisms for each component.

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Location: Operational Cybersecurity 1a, Unit 4, Lesson 3, Text Box "The Augmentation of Threats?"

Original Text: New Content

Updated Text: Tools of the Trade

Asset Inventory

As the risk assessment comes together, you, the CISO, are the person who bridges the gap between very technical aspects of the assessment performed by the network team or a third-party company and the management team tasked with weighing costs, creating budgets, and setting the company strategy. For instance, your budget may allow you to contract with a managed service provider (MSP), which will test your network to confirm it's operational; alternatively, you may decide you require the services of a managed security service provider (MSSP), which provides security as a service and will ensure that your network is safe, secure, and compliant.

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Location: Operational Cybersecurity 1b, Unit 2, Lesson 1, Header "HMAC-Based One-Time Password (HOTP)" accordion dropdown 'What about quantum computing?' click red arrow to expand the dropdown

Original Text: New Content

Updated Text: Control Types and Risk Policies

Controls

A risk assessment is all about measuring the effectiveness of the controls that an organization has in place to keep its identified assets safe. We can divide the CISO's efforts discussed throughout this unit into three control areas: technical, management, and operational.

Technical controls

Management controls

Operational controls

Our attention now shifts to the human element of the risk assessment. The humans we're considering here include general users, administrators, executives, customers, third-party contractors, and business partners. Anyone who may interact with our network will likely find themselves subject to policy that was inspired by one of the three control types discussed above. But what if you don't have the personnel to execute these tasks? That's where a managed security service provider (MSSP) could provide value. An MSSP could evaluate how strong the controls are that you have in place and suggest ways to tighten them.

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Link to Current Content:

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Location: Operational Cybersecurity 1a, Unit 3, Lesson 2, Header "Key Creation" paragraph 3, image below and caption

Original Text: New Content

Updated Text: Linux

In a Linux system, files are organized in a tree structure which begins at the root directory. The root directory is the start of the file system, and it branches out to different subdirectories. The root is indicated with a forward slash (/). Instead of saving program files on the C: drive, as in the case of Windows, system and program files are found in different directories. In Linux, everything is a file. Directories are files, files are files, and even devices are files! In Windows, hard drives, printers, and keyboards are devices.

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Manipulating and editing files can be done from the command line interface (CLI) in Linux. Commands such as “cp”, “mv”, and “rm” can copy, move, and remove files, respectively. Editing files can be done by opening them in the CLI with text editor tools like GNU nano and vi.

If you choose Linux, you will find that it provides greater freedom and control, but for most people it’s more complicated to use than Windows and Mac.

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Link to Current Content:

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Location: Operational Cybersecurity 1a, Unit 3, Critical Thinking 2

Original Text: New Content

Updated Text: Describe the file system structure for Linux and at least two other operating systems. Explain how to manipulate and editing files in the CLI command line interface for Linux. Then explain how the Linux method and how it is different from the other system working with the other operating system you chose. Do why you prefer one system over the other?

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Link to Current Content:

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Location: Operational Cybersecurity 1a, Unit 4, Lesson 4, Header "Honey pots and Honey nets" paragraphs 1-3

Original Text: New Content

Updated Text: Risk Response Techniques

Once an organization has identified risks, it can determine how it wants to respond to them. Four general strategies include accepting, transferring, avoiding, or mitigating risk.

With risk acceptance, the organization decides not to do any mitigation to counter the risk. For example, a data center may be located in a hurricane-prone area, but the company decides to host their servers there regardless.

With risk transfer, the organization transfers responsibility of a risk to a third party. For example, they may purchase fire insurance that will cover the costs associated with the risk occurring, or they may use outsourcing so that the outsourcing company is responsible for any risk.

With risk avoidance, the organization gets rid of the risky activity completely. For example, a company may decide not to accept personal checks as payment to avoid receiving bad checks from customers.

With risk mitigation, the organization does whatever they can to minimize the risk from materializing. For example, a company may use firewalls and intrusion protection systems to mitigate the risks of cyberattacks.

**Component: *Operational Cybersecurity 1a/1b***

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Link to Current Content:  
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Location: Operational Cybersecurity 1b, Unit 5, Critical Thinking 4

Original Text: New Content

Updated Text: UNIT 5 ACTIVITY 1

Run That Play

Required Materials

- Word processing software

Note: We recommend that you complete Activity 1 before starting Activity 2.

Security Consultation

Of course, it's smart for a company to have a solid playbook in place BEFORE a cyberattack occurs, but not all companies have the internal know-how to create an effective playbook, even if they have competent IT staff.

This is where you come in because, in this activity, you are a security consultant! The activity involves a small, web-based retailer that needs your expertise to help develop its playbook, so the retailer is really happy that you agreed to take on this project.

In practice, a true playbook or runbook would require more intimate knowledge of the company, so the task for this activity is to think through the steps of creating a playbook. Your playbook should also provide a strong foundation on which the company will be able to build in the future after your work is done.

What You Know

The company (for BOTH activities in this unit) is an online retailer that completes approximately 100 sales each day. Here is some additional information to keep in mind about the company:

- There is no official CTO; instead, five staff members handle the major IT duties. This group consists of two senior staff and three lower-level administrators.
- The company currently stores its data on portable hard drives that are kept in the (locked) office of one of the IT staff members.
- Besides the IT staff, the company has three staff in the sales department: a marketing manager who organizes most of the sales strategies, a copywriter, and a PR professional (who is also one of the company owners).
- There are also a company president, an accountant (who doubles as the HR rep), and four other employees with relatively little IT training.

Step 1: A Good Start

Creating a full playbook and runbook requires a lot of time and specific knowledge about the company; however, you can make a good start by answering the following questions:

Who?

Who are the members of the response team? Here are some additional questions that should be addressed concerning the team:

- Who will manage the high-level organization of the team and its responsibilities?
- Who, beyond the IT department, will need to be involved in the efforts?
- Who will handle the media/PR side of things, and what should their general strategy be?

How?

How should the team respond to a critical incident?

- What will you incorporate as part of a reactive solution (that recognizes and responds to an attack as it occurs)?
- What should be the team's response if the solution implemented triggers an alarm?
- How will the team communicate during a security event, especially if the attack affects the typical communication channels used?
- How will the team triage? That is, what steps will be taken to identify (quickly!) which systems have been affected?
- What are the steps in your containment plan? (This will resemble steps in a typical playbook/runbook.)

What?

For example, consider what the team needs to think about to prepare the company to get back up and running after a critical incident.

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- For this sort of business, what is an acceptable RTO?
- What common vulnerability disclosure websites will you consult (because they stay current with your system architecture)? Discuss your reasoning.
- What would you recommend as the RPO (for both full backups and incremental and/or differential backups)?
- What is your restoration plan? (Again, this will more closely resemble a typical playbook/runbook list.)

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Location: Operational Cybersecurity 1b, Unit 5, Lesson 2, Header "Handling Data" accordion/tabs - tab 3 "low risk/public"

Original Text: New Content

Updated Text: You must identify and remain up to date with the most recent intelligence on active threats and CVEs. Check out the links below to see the most recent intelligence on active threats and CVEs. Here are some sites that can help:

These sites are sites that catalog and discuss ways to mitigate vulnerabilities as they are discovered. Some common vulnerability disclosure websites include CERT ([cert.org](http://cert.org)), the National Vulnerability Database ([nvd.nist.gov](http://nvd.nist.gov)), the Microsoft Security Response Center ([Microsoft.com/en-es/msrc](http://Microsoft.com/en-es/msrc)), and the Common Vulnerabilities and Exposures (CVEs) List ([cve.mitre.org](http://cve.mitre.org)).

CISA publishes a top-10 security vulnerabilities page, and the FBI publishes news and alerts on known cyber threats.

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Location: Operational Cybersecurity 1a, Unit 2, Lesson 1, Header "Introduction" paragraph 2

Original Text: New Content

Updated Text: Introduction

Part of your OPSEC plan must include a complete audit of the physical and logical setup of the organization's network. The physical network, which consists of switches, routers, firewalls, access points, wireless controllers, and patch cables, forms the backbone of your organization. This is because the network provides access to your data and connects your organization to its customers. When the network is properly monitored and maintained, it provides a solid foundation that your business can build upon. On the other hand, when ignored and neglected, your network could provide direct access to unauthorized users or threat actors who could then steal your intellectual property and information on customers and employees.

Part of securing a physical network is setting up physical security controls. A physical security control protects the space where the physical network is housed in its temperature-controlled room. To control who comes and goes, you'll need to consider whether locks, fences, barricades, security doors, mantraps, or a combination of these controls will be most effective. To ensure that only those employees with authorization access the room, what physical controls will work best for your space? There are many lock types, for example. Will you provide employees with a key, issue a security pass, or install a keypad for employees to enter a passcode?

When we open the door to a network closet and see a lot of blinking lights, we hope everything is working properly, but this

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is a form of blind hope. Seeing the equipment behind a locked door projects a false sense of security. Just because the equipment is physically secured in a building doesn't mean that the equipment isn't vulnerable. In fact, it may be leaking critical data from your organization to the internet.

Securing network equipment in a data closet may seem safe, but your network's physical security doesn't mean critical data can't be leaked.

## **Publisher: Goodheart-Wilcox Publisher**

### **Engineering Design and Presentation I**

#### **Program: *Exploring Drafting - Online Learning Suite: TEKS***

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

Link to Current Content:

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Current Page Number(s): 23

Location: Ethics and Project Management

Original Text: These negative behaviors often result in termination of employment.

Updated Text: These negative behaviors often result in termination of employment. Ethics Ethical behavior is a requirement for all members of a design team. The Society of Professional Engineers maintains a Code of Ethics for engineering professionals. This Code of Ethics includes fundamental canons, rules of practice, and professional obligations. The fundamental canons provide guidelines for analyzing ethical issues: - Hold paramount the safety, health, and welfare of the public. - Perform services only in areas of their competence. - Issue public statements only in an objective and truthful manner. - Act for each employer or client as faithful agents or trustees. - Avoid deceptive acts. - Conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession. Project Management Implementing project management methods is critical for engineers and project managers. However, all members of the design team benefit from understanding the basic steps involved in project management:- Initiating. Setting project goals and selecting the project team members. - Planning. Beginning design, determining activities required to complete the project, assigning members to specific activities, and establishing a schedule for completion of each activity and the project. - Executing. Members completing each of the required activities. - Monitoring and Controlling. Keeping track of progress on each activity throughout the course of the project and making needed adjustments to assignments, resources, plans, and schedule as the project progresses. - Closing. Completing the project and any post-project activity such as review meetings or discussions of related future activities.

**Component: *Exploring Drafting Online Learning Suite***

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Link to Current Content:

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Current Page Number(s): 25

Location: STEM Activities #1

Original Text: Math. Research statistics on drafting-related careers. Using statistics available from the Bureau of Labor Statistics, research occupational projections in your state for the following four occupations: Architectural and Civil Drafter, Industrial Engineer, Mechanical Drafter, Mechanical Engineer If occupational projection statistics are not available for your state, use national data. Determine the number of positions expected to be added for each occupation

over a 10-year period. Calculate the total number of positions projected. Make a group comparison of the four occupations by calculating the percentage of new jobs projected for each occupation.

Updated Text: Math. Research statistics on drafting-related careers. Using statistics available from the Bureau of Labor Statistics, research occupational projections in your state for the following four occupations: Architectural and Civil Drafter, Industrial Engineer, Mechanical Drafter, Engineering Technologist (mechanical, civil, or electrical), Engineering Technician (mechanical, civil, or electrical) If occupational projection statistics are not available for your state, use national data. Determine the number of positions expected to be added for each occupation over a 10-year period. Calculate the total number of positions projected. Make a group comparison of the four occupations by calculating the percentage of new jobs projected for each occupation.

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Current Page Number(s): 25

Location: STEM Activities #3

Original Text: Calculate the average number of days jobs are listed.

Updated Text: Calculate the average number of days jobs are listed. 3. Engineering. In a small group, discuss and analyze potential ethical issues an engineer may encounter. For each canon of the Society of Professional Engineer's Code of Ethics, list three potential ethical issues that the canon could help analyze and resolve. For each issue, identify the correct resolution based on the canon and an inappropriate resolution that would violate the canon.

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Current Page Number(s): 25

Location: STEM Activities #4

Original Text: Communicating about Drafting

Updated Text: 4. Engineering. In a small group, select one team project that someone is currently working on. (The team project can be from any class.) Refer to the project management methodology outlined in this chapter, and analyze the team project using each item in the methodology. Did this process provide any ideas to help your team project?  
Communicating about Drafting

**Component: *Exploring Drafting Online Learning Suite***

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Link to Current Content:

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Current Page Number(s): 31

Location: Ideation, Paragraph 3

Original Text: No idea or solution is eliminated during the brainstorming process, as the most off-the-wall concept can serve as a catalyst for other ideas.

Updated Text: No idea or solution is eliminated during the brainstorming process, as the most off-the-wall concept can serve as a catalyst for other ideas. In addition to brainstorming, other ideation techniques are used to identify or create alternative solutions to a problem. When using the brainwriting technique, each participant prepares their own list of potential solutions, then the group shares and discusses the ideas. Storyboarding can be used when ideating about processes or sequential activities. Mind mapping is a visual technique of collecting connected ideas or concepts. The sketching technique can help create a visual tool to improve discussion. The worst idea technique, in which participants try to brainstorm the worst possible solutions, can help to energize the creativity of the group.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 79

Location: Employability feature (Activity)

Original Text: Working with a partner, come up with a list of questions that might be asked on a job interview. Discuss how best to answer these questions. Practice asking and answering these questions.

Updated Text: Working with a partner, come up with a list of questions that might be asked on a job interview. Discuss how best to answer these questions. Practice asking and answering these questions. Next, select three different occupations that interest you and your partner. For each occupation, discuss how to dress appropriately for a job interview and the corresponding work environment.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 269

Location: STEM Activities #1

Original Text: 1. Engineering. Go to the school library. Find a shelf of books that are written on a topic that interests you.

Updated Text: 1. Engineering. Use the project management strategies presented in Chapter 2 while completing the following project. Go to the school library. Find a shelf of books that are written on a topic that interests you.

**Component: *Exploring Drafting Online Learning Suite***

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Link to Current Content:

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Current Page Number(s): 269

Location: STEM Activities #2

Original Text: 2. Engineering. Design a pencil holder with a circular base.

Updated Text: 2. Engineering. Use the project management strategies presented in Chapter 2 while completing the following project. Design a pencil holder with a circular base.

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Current Page Number(s): 354

Location: Communicating about Drafting

Original Text: Using your textbook as a starting point, conduct research and prepare a report on applications for the chosen topic. As a group, present your report to the rest of the class. Take notes while other students give their reports. Ask questions about any details that you would like clarified.

Updated Text: Using your textbook as a starting point, conduct research and prepare a report on applications for the chosen topic. Use a word processing program such as Microsoft Word® to write the report. Use the report to create a Microsoft PowerPoint® slide presentation and present to the rest of the class. Take notes while other students give their reports. Ask questions about any details that you would like clarified.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 417

Location: Employability feature (Activity)

Original Text: For each person on the list, identify ways that person can contribute to the final goal. Discuss your ideas with other class members.

Updated Text: For each person on the list, identify ways that person can contribute to the final goal. List some tools and techniques the design team could use throughout the process to work as a team. Discuss your ideas with other class members.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 421

Location: Second bullet

Original Text: It cannot be added after the product is made. Good design should be a guarantee of quality. Quality is designed and built into items.

Updated Text: It cannot be added after the product is made. Areas where quality can be designed into a product include material selection, precise manufacturing, systematic testing, and consumer feedback.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 421

Location: Second paragraph in #1, Identify a need or problem

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Original Text: Are there similar designs already in use? If so, were there similar problems? 2. Ideation. Sketching is the best way to convey the physical appearance of the design or redesign.

Updated Text: Are there similar designs already in use? If so, were there similar problems? Consider design constraints as well. Design constraints are restrictions imposed on a project. These constraints can be grouped into categories such as physical, financial, time, health, social, ethical, political, regulatory, and legal constraints. Establishing and evaluating these constraints provides guidelines for the design problem. The table in Figure 17-12 lists examples of select types of constraints and provides examples of how engineers establish and evaluate these constraints. 2. Ideation. Sketching is the best way to convey the physical appearance of the design or redesign.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 423

Location: Figure 17-12

Original Text: Figure 17-12. Develop your ideas by making many sketches and constructing models. Make models of your best ideas to determine how they will look in three dimensions.

Updated Text: Figure 17-12. Design constraints can be divided into many categories. This table lists examples of different types of constraints and provides examples of how engineers establish and evaluate each type. Figure 17-13. Develop your ideas by making many sketches and constructing models. Make models of your best ideas to determine how they will look in three dimensions.

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 427

Location: STEM Activities #1

Original Text: Build the glider and test its flight capabilities. Measure the distance your glider can fly in both US Customary and metric units. (You may use Figure 15-8 in Chapter 15 to aid in the design and construction of your glider.) After finalizing your design, create any necessary drawing documentation and consider appropriate steps for completing the project.

Updated Text: Build the glider and test its flight capabilities. Using an inch/metric tape measure, measure the distance your glider can fly in both US Customary and metric units. (You may use Figure 15-8 in Chapter 15 to aid in the design and construction of your glider.) If the glider stalls or dives, adjust the nose end. Add weight if the glider stalls or remove weight if the glider dives. To add weight, use a small paper clip or molded clay. Continue to test the glider and make adjustments until the flight path is consistent. After finalizing your design, create any necessary drawing documentation and consider appropriate steps for completing the project.

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 427

Location: STEM Activities #2

Original Text: The design should not only provide space for each tool, but also ensure that each tool can be securely fastened in place for transport. Calculate the amount of material(s) needed to manufacture the case and determine the cost of the case.

Updated Text: The design should not only provide space for each tool, but also ensure that each tool can be securely fastened in place for transport. In addition, the quality of the carrying case should be evident once it is manufactured. For example, ensure that the case has a suitable handle to grasp, the product is lightweight, and the corners and edges of the case are rounded to prevent cuts or damage to tools. Identify other design elements or production methods that will ensure a quality product. Determine the appropriate material for producing the case. Calculate the amount of material(s) needed to manufacture the case and determine the cost of the case.

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 427

Location: STEM Activities #3

Original Text: After finalizing your design, create any necessary drawing documentation and consider appropriate steps for completing the project.

Updated Text: After finalizing your design, create any necessary drawing documentation and consider appropriate steps for completing the project. 3. Engineering. You are part of a team designing a new city park. The park will include a playground, picnic area, small lake, and parking lot. Working in small groups, create a list of potential design constraints including health-related, safety, social, environmental, ethical, political, regulatory, and legal constraints. Evaluate the potential constraints and establish a list of final project constraints. As a class, evaluate each group's constraints and establish a final list of design constraints.

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 439

Location: Communicating about Drafting

Original Text: In Chapter 17, you created a design for new desks for your classroom. Working with a partner, think about the process of creating a prototype of your design. What are some design and production "bugs" that you might come across? Develop a list of problems that might arise and address how you would change your design to overcome them. Present your list to the class. Listen while other students present their lists and compare their findings to your own.

Updated Text: In Chapter 17, you created a design for new desks for your classroom. Working with one or more classmates, think about the process a team of engineers uses to plan, initiate, and execute a design project. What are some of the requirements that must be addressed in the planning stage when designing new desks or other school or office equipment? What are some design and production "bugs" that the team might encounter during a project? Develop a list of problems that might arise and address how you would change your design to overcome them. Think about how the desks will be built, the materials they will be made from, and whether fasteners will be required. Develop a project schedule that allows enough time for creating the drawings for the initial design, analyzing and approving the design, and building and testing a prototype of the product. Ask one of your classmates to manage the project and monitor progress to ensure it is completed on schedule. As a team, discuss the appropriate steps for completing the

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project and implementing the final product. Create a slide presentation for the project and present it to the class. Listen while other students present their feedback and compare their findings to your own. If appropriate, make adjustments to the team's final design.

**Component: *Exploring Drafting Online Learning Suite***

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Current Page Number(s): 547

Location: Employability feature, Paragraph 3

Original Text: Your employer will emphasize the safety practices that employees must follow in your workplace. The government agency that promotes safety in the workplace is the Occupational Safety and Health Administration (OSHA).

Updated Text: Your employer will emphasize the safety practices that employees must follow in your workplace. Proper maintenance also promotes safety. Tools and materials that are not stored and maintained properly can pose various hazards, including injury to workers. Negligent or improper maintenance can also result in machines or tools being damaged and wearing more quickly, or not functioning properly. As discussed in Chapter 16, safety data sheets should be maintained for all hazardous materials used in the workplace. Safety data sheets include important information such as procedures for spills. This information must be available in the event of an accident. The government agency that promotes safety in the workplace is the Occupational Safety and Health Administration (OSHA).

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 547

Location: Employability feature (Activity)

Original Text: What sort of injuries can result from these rules being broken?

Updated Text: What sort of injuries can result from these rules being broken? Check with your instructor to confirm that a list of hazardous materials is kept by the school. Identify any hazardous materials that you come into contact with in class, such as cleaning fluids. With your classmates, discuss how these materials should be handled and stored to prevent spills or leaks.

**Component: *Exploring Drafting Online Learning Suite***

ISBN: 9798889991328

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Current Page Number(s): 567

Location: Applying Your Knowledge #5

Original Text: 4. Report to the class, using visual aids, the newest developments in additive manufacturing.

Updated Text: 4. Report to the class, using visual aids, the newest developments in additive manufacturing. 5. Using parametric modeling software, create a solid model of the spacer shown in Problem 11-12 in Chapter 11. Using the drawing documentation tools in the software, generate the views necessary to completely describe a working prototype of the part model, including an offset section view and one or more isometric views. Dimension the drawing views and

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include a shaded model view for presentation purposes. After creating the drawing documentation, export a file for creating a plastic or metal prototype with a 3D printer. Use the appropriate file format for the 3D printer selected. If an FDM printer is available, export a file to create a plastic prototype model of the part. If you have access to a metal 3D printer, prepare a file for printing using the machine's software. Define the appropriate printing parameters, such as the layer height and printing speed.

## **Publisher: CEV Multimedia**

### **Engineering Design and Presentation II**

**Program: *iCEV Engineering Design & Presentation II (Individual Course): TEKS***

**Component: *iCEV Engineering, Design & Presentation II (Individual Course)***

ISBN: 9798888640050

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Diversity Discussion Bell Ringer, which is located on page 2 of the linked packet.

## **Publisher: CEV Multimedia**

### **Food Science**

**Program: *iCEV Food Science (Individual Course): TEKS***

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640067

Location: Slides 5-93. These slides are found in the Professionalism in the Sciences: Food Science lesson.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 19-20, which are located on page 3 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640068

Location: Activity-Collaboration Task. This Activity is found in the Professionalism in the Sciences: Food Science lesson.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Collaboration Task, which is located on page 4 of the linked packet.

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**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640069

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in slide 21, which is located on page 5 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640070

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Designing Solutions, which is located on pages 6-8 of the linked packet.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Designing Solutions, which is located on pages 6-8 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640072

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Designing Solutions, which is located on pages 6-8 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Designing Solutions, which is located on pages 6-8 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Packaging Savvy, which is located on pages 9-10 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640075

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Sustainability in Food Production Blog Post, which is located on page 11 of the linked packet.

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ISBN: 9798888640076

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Sustainability in Food Production Blog Post, which is located on page 11 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640077

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in Project-Sustainability in Food Production Blog Post, which is located on page 11 of the linked packet.

**Component: *ICEV Food Science (Individual Course)***

ISBN: 9798888640078

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Food Preservation Infographic, which is located on pages 12-13 of the linked packet.

**Component: *ICEV Food Science (Individual Course)***

ISBN: 9798888640079

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Mystery Chemicals, which is located on page 14 of the linked packet.

**Component: *ICEV Food Science (Individual Course)***

ISBN: 9798888640080

Location: Activity-Digestive Enzyme Flashcards. This Activity is found in the Scientific Principles: Enzymes lesson

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Digestive Enzyme Flashcards, which is located on page 15 of the linked packet.

**Component: *ICEV Food Science (Individual Course)***

ISBN: 9798888640081

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Medical Conditions Booklet, which is located on pages 16-17 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640082

Location: Activity-Sourdough Analysis. This Activity is found in the Heat and Food Production lesson.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Sourdough Analysis, which is located on pages 18-20 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640083

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-In the Kitchen: Sauces, which is located on pages 21-27 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640084

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Reaction Rate Race, which is located on page 28 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640085

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Project-Food Lab: Pudding which is located on pages 29-31 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-In the Kitchen: Sauces, which is located on pages 21-27 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640087

Location: Activity-Recipe Review. This Activity is found in the Dietary Modifications lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-In the Kitchen: Sauces, which is located on pages 32-37 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640088

Location: Activity-Find a Recipe. This Activity is found in the Understanding Dietary Guidelines lesson.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Find a Recipe, which is located on page 38 of the linked packet.

**Component: *iCEV Food Science (Individual Course)***

ISBN: 9798888640089

Location: Activity-Food Packaging Guidelines. This Activity is found in the Food Packaging Options and Guidelines lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Food Packaging Guidelines, which is located on page 39 of the linked packet.

## **Publisher: CEV Multimedia**

### **Forensic Science**

**Program: *iCEV Forensic Science (Individual Course): TEKS***

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Find the Origin, which is located on pages 9-12 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

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Updated Text: The new/updated text can be viewed in the Project-Find the Origin, which is located on pages 9-12 of the linked packet.

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Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

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**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Slides 5-17 in the Communicating Findings in Forensic Science PowerPoint lesson.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 7-8, which are located on page 21 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Data to Communicate. This Activity is found in the Communicating Findings in Forensic Science lesson.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Data to Communicate, which is located on pages 22-23 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Slides 5-17 in the Communicating Findings in Forensic Science PowerPoint lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 7-8, which are located on page 21 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Data to Communicate. This Activity is found in the Communicating Findings in Forensic Science lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Data to Communicate, which is located on pages 22-23 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Forensic Fued Instruction Sheet, which is located on pages 24-27 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Forensic Fued Instruction Sheet, which is located on pages 24-27 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Forensic Fued Instruction Sheet, which is located on pages 24-27 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Forensic Fued Instruction Sheet, which is located on pages 24-27 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Career Research, which is located on pages 28-30 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Search and Seizure Bell Ringer, which is located on page 31 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Classroom Vandalism. This Activity is found in the Fingerprint and Impression Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Classroom Vandalism, which is located on pages 32-37 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Collecting Fingerprints on Adhesive Surfaces, which is located on page 38 of the linked packet.

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**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Classroom Vandalism. This Activity is found in the Fingerprint and Impression Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Classroom Vandalism, which is located on pages 32-37 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Creating Tool Marks. This Activity is found in the Tool Mark Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Creating Tool Marks, which is located on page 39 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Student Handout-Footwear and Tire Tread Impressions. This Student Handout is found in the Tool Mark Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Footwear and Tire Tread Impressions, which is located on pages 40-41 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Impression Analysis Bell Ringer. This Activity is found in the Tool Mark Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Impression Analysis Bell Ringer, which is located on pages 42-43 of the linked packet.

**Component: *iCEV Forensic Science***

ISBN: 9798888640074

Proclamation 2024: Report of New Content (10/24/2023)



Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Fiber Analysis, which is located on pages 44-46 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Explain Drug Tests, which is located on pages 47-51 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Explain Drug Tests, which is located on pages 47-51 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

**Component: *ICEV Forensic Science***

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

## **Publisher: TPS Publishing**

### **Forensic Science**

**Program: *STEAM into Forensic Science - CTE Edition: TEKS***

**Component: *Forensic Science Teacher Textbook***

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 164

Location: Point 16

Original Text: New Content

Updated Text: Using the knowledge gained from the previous two activities, students should now be given time and resource to explore and describe specific requirements for careers in Forensic Science. Students should be split into five small groups. Each group should be provided with one of the following requirements: collegiate course requirements, licensure, certifications, physical capabilities or mental capabilities. Students are now given the task to research their given requirement, in direct relation to careers in Forensic Science, and create a short report (in any chosen format) to present to the rest of the class.

**Component: *Forensic Science Teacher Textbook***

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 64

Location: Point 6

Original Text: New Content

Updated Text: How does this work relate to how forensic science professionals need to develop and use models to represent phenomena, systems, processes, or solutions to engineering problems? Let us consider one of the crime scenes involved with the collected data.

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An employee lost their arm in a factory accident. A forensic engineer was called to the scene. The forensic engineer is responsible for collecting forensic evidence at the site of a structure/equipment failure; they develop and use models to represent engineering problems, and determine the cause of failure. This evidence is then presented in court, together with other collected evidence such as bloodstain analysis.

Imagine you are the forensic science engineer. Draw or make a model to show the scene at which the equipment failure occurred. You can create a script and detail the characters, the type of factory, and equipment.

Write a report to detail what happened to cause the equipment to fail. Refer back to your engineering process notes from earlier this year. Explain why you chose your style of model, how you developed and used it, and how it can be further developed as you, the engineer, gather more information. Here is a diagram of the engineering process to help you further.

[plus diagram of engineering process]

**Component: *Forensic Science Teacher Textbook***

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 65

Location: Point 6

Original Text: New Content

Updated Text: Form small collaborative groups and review your models and scripts of the factory accident. Discuss each one and decide what the advantages and limitations of each model are. Which works best and why? Would the model work if the product failure had been a building collapsing, or would a different model work better if the failure related to a large scale engineering failure? Discuss as a class.

**Component: *Forensic Science Teacher Textbook***

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 66

Location: Background

Original Text: New Content

Updated Text: Your case must include equipment or structure failure, which demands information for the court to determine who is at fault.

**Component: *Forensic Science Student Textbook***

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 64

Location: Point 6

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

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Updated Text: How does this work relate to how forensic science professionals need to develop and use models to represent phenomena, systems, processes, or solutions to engineering problems? Let us consider one of the crime scenes involved with the collected data.

An employee lost their arm in a factory accident. A forensic engineer was called to the scene. The forensic engineer is responsible for collecting forensic evidence at the site of a structure/equipment failure; they develop and use models to represent engineering problems, and determine the cause of failure. This evidence is then presented in court, together with other collected evidence such as bloodstain analysis.

Imagine you are the forensic science engineer. Draw or make a model to show the scene at which the equipment failure occurred. You can create a script and detail the characters, the type of factory, and equipment.

Write a report to detail what happened to cause the equipment to fail. Refer back to your engineering process notes from earlier this year. Explain why you chose your style of model, how you developed and used it, and how it can be further developed as you, the engineer, gather more information. Here is a diagram of the engineering process to help you further.

[plus diagram of engineering process]

**Component: *Forensic Science Student Textbook***

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 65

Location: Point 6

Original Text: New Content

Updated Text: Form small collaborative groups and review your models and scripts of the factory accident. Discuss each one and decide what the advantages and limitations of each model are. Which works best and why? Would the model work if the product failure had been a building collapsing, or would a different model work better if the failure related to a large scale engineering failure? Discuss as a class.

**Component: *Forensic Science Student Textbook***

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 66

Location: Background

Original Text: New Content

Updated Text: Your case must include equipment or structure failure, which demands information for the court to determine who is at fault.

**Component: *Forensic Science Student Textbook***

ISBN: 9781788053389

Link to Current Content:

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Current Page Number(s): Page 67

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Location: Follow up questions - Point 6

Original Text: New Content

Updated Text: Explain the importance of the work of a forensic engineer; explore and describe how his or her work includes development of models to represent solutions to engineering problems. Support your answer with a story, scale model and report of a crime scene. Research and explain how the evidence would be used in court.

## **Publisher: CodeHS, Inc.**

### **Foundations of Cybersecurity**

#### **Program: *Texas Foundations of Cybersecurity: TEKS***

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 4

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Questions 1 & 2

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 3

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Act 2

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Act 4 & 5

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 4

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 4

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 4

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 1

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Link to Updated Content:

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Original Text: New Content

Updated Text: See Act 2, Conclusion

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Question 3

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Act 3 & 5

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: See Question 2

**Component: *Texas Foundations of Cybersecurity***

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Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See Act 4 & 5

**Component: *Texas Foundations of Cybersecurity***

ISBN: 9798987718230

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Original Text: New Content

Updated Text: See Question 1



**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

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Original Text: New Content

Updated Text: See Question 1

**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

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**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

Updated Text: See Question 3

**Component: *Texas Foundations of Cybersecurity***

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Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: See Act 3 & 5

**Component: *Texas Foundations of Cybersecurity***

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Updated Text: See Question 4

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Original Text: New Content

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Original Text: New Content

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Original Text: New Content

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Original Text: New Content

Updated Text: See Question 3

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Location: N/A

Link to Updated Content:

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Original Text: New Content

Updated Text: See Act 3 & 5

**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

Updated Text: See Question 2

**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

Updated Text: See Act 4 & 5

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Original Text: New Content

Updated Text: See Question 3

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Original Text: New Content

Updated Text: See Act 3 & 5

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Link to Updated Content:

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Original Text: New Content

Updated Text: See Question 2

**Component: *Texas Foundations of Cybersecurity***

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Original Text: New Content

Updated Text: See Act 4 & 5

**Component: *Texas Foundations of Cybersecurity***

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Updated Text: See Question 1

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Original Text: New Content

Updated Text: See Act 2, Conclusion

## **Publisher: eDynamic Holdings LP**

### **Foundations of Cybersecurity**

**Program: *Network Security Fundamentals 1a/1b: TEKS***

**Component: *Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 4, Activity 2

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 2013 of 2091

Updated Text: Troubleshooting Practice

### Step 1: Identify Common Tools for Monitoring Ports

For this activity, you will use the network analysis tools you learned how to apply on your own computing device and take steps that would likely need to be performed if you were diagnosing a computer problem in real life.

First, use either the `ipconfig /all` or `ifconfig` command and take a screenshot of the information provided (as demonstrated in Unit 4, Lesson 5). Next, ping your default gateway (using the information you just looked up!) and take a screenshot of the ping report.

After that, let's try an online site you know is working—the very site you are using now! Ping this website (only up to the initial `.com`, not the full URL address) and take a screenshot of that ping report.

After you have your ping report, use the command line to trace the route taken to get from your system to this website's host. Once more, get a screenshot of the report!

Next, take a screenshot of the current network conversations your client device is having (or only the first page if they are longer than one screenshot can capture). Remember that you should see a mix of `ESTABLISHED`, `TIME_WAIT`, and `CLOSE_WAIT`.

Finally, take a screenshot that shows the full list of services for your computer (only the first page). In a text file, select any two services that the screenshot shows are currently running, and describe what each service does. Include in your text file the steps you would take to stop the service if you needed to (or start an inactive service).

### Step 2: Identify Common Tools for Monitoring Network Traffic

Download and install Wireshark and `nmap`, common tools for monitoring network traffic and ports. Open Wireshark and start a new live capture. To do this, select capture, then interfaces, and then select your network adapter. Let the program run for about three minutes before stopping the capture. This will give you a list of packets that have been sent and/or received by your computer.

Analyze the traffic by looking at the captured traffic from Wireshark. Identify different protocols such as HTTP, HTTPS, DNS, ICMP, etc. Make a note of the source destination IP addresses, the protocol used, and the associated port numbers. Investigate ports by using `nmap` to scan your device to see which ports are open. It is common for some antivirus software to be seen as a threat; ignore this. Run command "`nmap -sT -O localhost.`" View the output and write down the open ports and the services they are associated with. Use your network's router admin panel to view connected devices and active connections. Write down the IP addresses of connected devices and any available information about the traffic type being generated.

Note connections between the active services and the ports that are being used. Identify traffic that corresponds with HTTP/HTTPS (ports 80/443), DNS(port 53). Create a report on your findings. Describe the traffic you captured and the ports that were open on your device. How could the information you gathered be used to enhance network security?

### Part 3: What to Submit

Your submission for this activity should include the following materials:

- A screenshot of the `ipconfig /all` or `ifconfig` information
- The ping report for the default gateway
- The ping report for this website
- The trace route for this website
- A screenshot with a list of network conversations
- A screenshot with a list of local services
- A text file describing two services and explaining how to stop or start each service
- A network security report

### **Component: *Network Security Fundamentals 1a/1b***

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Link to Current Content:

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Location: Network Security Fundamentals 1a, Unit 6, Lesson 1

Original Text: New Content

Proclamation 2024: Report of New Content (10/24/2023)

Page 2014 of 2091

Updated Text: Who Are the Players?

## Introduction

Now that we have analyzed how to embed basic security principles in our network, it is a good time to turn our attention to the people who might attempt to intrude into our network by gaining unauthorized access to it. We have already examined organizations whose networks were compromised, but we have not discussed in detail who the perpetrators were or what their motivations may have been.

The term often used to describe these perpetrators is “hacker,” which is a person who uses computers to gain unauthorized access to data. The image of a person in a dark hooded sweatshirt may come to mind when you hear the term, but in reality, there are different types of hackers. There are black hats, white hats, and gray hats. Black hats fit the more traditional image of a bad guy. A black hat is a hacker who uses their knowledge of digital systems to access them unlawfully for personal gain. Black hats create malware and force their way into networks to shut them down or steal sensitive data. The unethical practices of black hats not only compromise the security of individuals and organizations but can also lead to legal consequences, resulting in fines, jail time, and loss of professional reputation. White hats, on the other hand, are often viewed as the good guys or the ethical hackers. A white hat is a paid network professional who searches for system vulnerabilities and creates fixes and then releases them to the general public so that others can also protect their networks. These professionals adhere to ethical standards and legal guidelines, demonstrating that strong cybersecurity can be practiced without crossing ethical boundaries. Their role is a testament to the importance of ethical responsibility in ensuring network security.

Gray hats are a little more complicated to describe. A gray hat is someone who performs illegal or ethically questionable acts but does so for what they perceive to be the common good. A classic example of a gray hat is someone who independently breaks into a network in order to demonstrate to the network administrators that the network is insecure. While the intentions of gray hats may seem beneficial, they bring forth ethical ramifications. The unauthorized access, despite the intention, remains an intrusion and can lead to mistrust, potential damage, and legal issues. Their actions highlight the fine line between ethical and unethical behavior in the realm of cybersecurity. It is important to note that there are several legal and ethical issues guiding the classification of hackers. The individuals who fit into these categories possess the same skills and utilize the same techniques; the factor that differentiates them is their motivation. As you progress on your journey toward becoming a network security professional, these classifications will be important to remember. For many reasons, you will want to remain on the right side of the law.

### **Component: *Network Security Fundamentals 1a/1b***

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[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 6, Lesson 5

Original Text: New Content

Updated Text: Not Always Black and White

#### Legal vs. Illegal

As you’ve been reading the material in this unit, a question may have popped into your head: Is it legal to use the tools that we’re learning about? Well, yes and no...it’s complicated. There are a few guiding principles to keep in mind if you want to become a network security practitioner. All the information you’ve seen and more—that is, resources, tools, videos, tactics, and attack vectors—are, for the most part, publicly available. How you decide to use that information is what matters.

For example, if you download a tool and want to try it out, you should keep certain principles in mind. Testing this tool on a virtual machine that you own is fine if the network traffic does not leave your house. If you use the tool on a machine or network that you do not own or do not have permission to conduct that type of activity on, it is illegal. Network hacking activities carry significant penalties at both the state and federal levels. Some TV shows and movies glorify computer hacking, but in many cases, it is illegal. If you run NMAP or Metasploit against your school network, it is a crime. Other hacking activities are completely legal. In a network security class, you are in a controlled lab environment where

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you can test different tools to build proficiency in their use. Also, white hats have specific contracts that authorize them to test defenses and attempt to break into networks they don't own.

There are also "bug bounty" programs in which companies invite you to test their software and systems by attempting to uncover vulnerabilities in them. These programs require you to disclose any vulnerability you find to the software vendor; you cannot share it with or sell it to anyone else. Breaking the agreement by selling the exploit or using it to break into a system is illegal and would set your activity squarely in black hat territory.

The field of cybersecurity requires an acute understanding of legal responsibilities in addition to technical skills. This means recognizing the laws and regulations that govern activities related to hacking, data privacy, and network security. Demonstrating your understanding of these legal responsibilities is crucial to becoming a respected cybersecurity professional. Understanding the law helps you navigate the fine line between ethical hacking (with permission and for the purpose of improving security) and illegal activities. Furthermore, it is also crucial to keep abreast of any changes to cyber laws and regulations, as they can evolve with the rapidly changing tech landscape. By fully comprehending and adhering to these legal responsibilities, you ensure the trust of your clients, uphold your reputation in the field, and importantly, avoid potential legal consequences.

As you may have already intuited, working in this field requires a strong ethical compass so that you know when and how to apply your skills. Here is the best advice: If you can do the right thing when no one is looking, you will not run into any legal issues.

**Component: *Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 7, Lesson 3

Original Text: New Content

Updated Text: Grayware vs. Defender

Imagine that you have installed a specific browser plugin, such as a free game from the internet, and that you have followed this up by installing a smart home control package. During the installation of these applications, you were presented with a screen that explained what the software would do, and you checked off a box to indicate your acceptance of the terms and conditions, thus accepting some level of inherent risk.

Many times during the software installation, you were asked for permission to make changes to your system as well as for access to your search history and location data. While these permissions may have been required for the application to run and you were completely comfortable granting them, Defender would still have found the behavior odd and alerted you. This is a form of risk management, where the software assists you in identifying potential threats and making informed decisions about the level of risk you're willing to accept.

**Messaging Protections**

**Phishing**

Email phishing takes place when fraudulent emails are sent to users who are enticed into clicking on links. This is something that can keep sysadmins up at night. Disney+ has become a very popular streaming service since it launched. Would you click on the message below?

Emails that require the recipient to reset their password and/or that ask for personal information are usually a scam and will hopefully be discarded by users.

This email is, in fact, a phishing scam, and the "Reset Password" link directs users to a malicious website. Disney+ was not hacked or breached, but enterprising criminals find creative ways to trick users into clicking on links. Here we see an instance of risk acceptance. Despite the known risks of phishing attacks, users may still be lured into clicking on these



deceptive links due to a perceived sense of urgency or relevance.

How can we protect our users from falling for these types of attacks? We could spend millions of dollars on equipment—and many organizations do—but the best tool sysadmins have is training to educate users about what types of messages should make them suspicious about clicking on links when items like this make it past other layers of security. The more training users get, the better it is. An organization’s security awareness training program, along with its acceptable use policies, are important items that management should support. Technology solutions are important layers of protection, but we cannot rely on technology alone to protect our networks.

**Component: *Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 4, Lesson 4

Original Text: New Content

Updated Text: File Permissions

Once the share is configured, you should look one level deeper at specific folder and file permissions. The share permissions have already been set, but there may be a need to apply additional permissions on a more granular level. In modern-day Windows operating systems, the NTFS file system allows us to set and grant access to files. In the former FAT Windows file system, the sharing and permission options were limited.

For example, consider a typical organizational structure: an IT administrator, a manager, and a standard employee will all require different levels of access. An IT administrator may need full control over most or all resources. A manager may require access to resources within their department but not sensitive IT configurations. Meanwhile, a standard employee may only need access to specific documents or applications necessary for their role. These are user roles, and configuring their access appropriately is a central part of system administration.

The Security tab allows you to adjust the specific permissions provided to various groups and user names.

These extended NTFS permissions are accessed by clicking on the Security tab. Here, you can still add individual user accounts or groups and assign them access. The permissions under this tab are more granular than the three we saw under the Share tab. An important point to note as we join Share and Security permissions is that the most restrictive permission will be applied.

Let’s take a closer look at this. The most restrictive permission will be applied, so sysadmin best practices recommend that you apply full control to the Sharing tab for the user or group requiring access. Next, you should only apply Security permissions to the folders in the share that restrict access to what is needed. Perhaps the accounting group would have full control in the share, but within the Tax Guidelines folder, they would only have permissions to list folder contents and read. That is, even if the accounting group has full control at the Share level, the most restrictive permissions will be applied in the Tax Guidelines folder.

You are already trained to know that every change of a user or group’s file permissions should be documented. In addition, user and group permissions should be reviewed or audited on a regular basis to ensure they are appropriate and continue to follow the principle of least privilege. There are many blogs and sysadmin journals that write about situations in which permissions were mistakenly applied and resulted in groups of users having access to sensitive company information that they should not have had. Given that these settings are applied with simple checkboxes, it is easy to make a mistake. This is another reason the auditing process is important.

**Component: *Network Security Fundamentals 1a/1b***

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Original Text: New Content

Updated Text: Computer Forensics 101

What Is Forensics?

Science has played a role in detecting and solving crimes through the analysis of evidence for a long time. Forensic evidence, which is collected using scientific tests or techniques, has continued that tradition into the 21st century. In fact, forensics has come to play such a prominent role in the investigation of crimes today that juries are said to suffer from the CSI effect, meaning that juries request more forensic information during trial deliberation. Television shows have made jurors reluctant to deliver a guilty verdict without the presence of forensic evidence, even when it is unnecessary and unavailable. The way forensics is portrayed on television by shows like CSI and NCIS has led some people to believe that complicated investigations and analysis of evidence should only take a few hours and are always conclusive. Unfortunately, in the real world, that just isn't the case.

Investigations can take a significant amount of time, depending on how much evidence needs to be collected and analyzed. Every forensic investigator is guided by a basic concept established by Professor Edmond Locard: "Everything leaves a trace." According to Locard's exchange principle, everything and everyone entering a crime scene leaves evidence behind. Also, everyone and everything take a piece of the crime scene when they leave or are taken away.

CSI investigators in the real world wear hazmat-style "bunny" suits to minimize their impact on a crime scene while investigating it.

All of this may seem very basic, thanks to the attention paid to forensic science by the entertainment industry. After all, it makes sense that fingerprints are searched for when a business is broken into, but what type of evidence can be collected if that robbery is carried out electronically? Are there digital fingerprints that can be detected and collected as evidence? If your favorite electronics store is broken into, the police will search for a suspect within a certain geographical area, knowing that their suspect may not have gotten far or may have left evidence behind. However, in a digital robbery, where should law enforcement begin to look for suspects?

These are the types of questions we will attempt to answer with the help of computer and digital forensics, which are investigation and analysis techniques used to gather and preserve evidence from a computing device. This is a developing field that emerged in the 1980s. Computer forensics is specifically used to collect evidence found on computers and digital storage devices or media such as hard drives, flash drives, mobile devices, and CD-ROMs. The goal of computer forensics is to examine digital evidence to identify, preserve, recover, analyze, and present facts and opinions about the digital information. Forensic investigators are highly trained individuals who can spot very specific details, referred to as digital artifacts. These digital items left behind by end users of devices shed light on the users' activities. Many specialties have been developed to deal with different types of digital forensics. These include disks, (wired and wireless) networks, databases, malware, and email.

Importantly, as part of the ethical and legal framework in which all this work takes place, investigators must also have a good understanding of cyberterrorism and counterterrorism. This involves defining and understanding intelligence gathering in the context of cybersecurity. The intelligence gathering is a methodical process of collecting, analyzing, and interpreting data to understand and predict the activities of individuals or groups. In the realm of cyberforensics, this often means gathering digital information that can aid in identifying and tracking potential threats, such as cyberterrorists who seek to use digital means to cause harm. On the flip side, counterterrorism efforts in the cyber realm involve defensive actions aimed at preventing, thwarting, or responding to these threats. In the next section, we will cover how forensic investigators go about collecting this vital evidence.

**Component: *Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:  
[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 7, Lesson 3

Original Text: New Content

Updated Text: Cyberbullying

Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. This principle applies both online and offline. Just as we have to be ethical in our physical interactions, so must we ensure our online actions are equally respectful and kind. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Moreover, this discrepancy between online and offline behaviors highlights the need for practicing ethical conduct consistently, whether we're interacting face-to-face or through digital platforms. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.

Cyberbullying vs. Bullying

What's the difference?

Bullying is nothing new in our society; it has been around for centuries. It's an unfortunate fact that there are some who find comfort in putting other people down. In “traditional” bullying, however, the victim could sometimes get away from the bully by going home or finding some way to put physical distance between them and the bully. With cyberbullying, the victim can't escape the constant messaging and harassment unless the victim just turns off their digital devices altogether, which may not be possible. Constant, hurtful messaging like “You're ugly,” “You have no friends,” and “You're stupid” take their toll on people. Or perhaps an embarrassing photo of a person is posted on the internet and becomes the subject of constant negative conversation. It's important to remember that these unethical behaviors online would not be acceptable offline and hence should not be practised on any platform. These aspects of bullying are newer.

Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below. The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

**Component: *Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:  
[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 7, Lesson 5

Original Text: New Content

Updated Text: Legal Policies and Privacy  
Cyberlaw

A rapidly changing area of cybersecurity has formed on the legal front. Countries have scrambled to find ways to protect their citizens' data and privacy. In this unit, we have briefly examined cyber incidents from across the globe. Countries have different cultures, governments, philosophies, customs, and laws. Cyberlaw represents an entire field of work in its own right—one that you may be interested in exploring for yourself. This lesson provides just a brief overview of the

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complex landscape covered by cyberlaw.

Global law firm DLA Piper provides a world map that details the extent to which the law of data privacy is developed in different countries. This is a fantastic resource for researching the laws countries currently have on their books and the types of laws they could implement in the future. In the United States alone, there are industry-specific laws that address financial markets, telecommunications companies, healthcare information, credit information, and children's information. Each state also has its own data privacy laws; some states' laws are more restrictive than those of others. Any business that stores information about its customers must be aware of and adhere to the laws and regulations in the jurisdiction where the company's customers live. Compliance can be a daunting task for system administrators and chief information security officers.

While this lesson offers a snapshot of the ever-evolving field of cyberlaw, it's vital to understand the legal ramifications of violating these laws. Penalties for non-compliance can range from hefty fines to criminal charges, which could have significant impacts on both individuals and businesses. Furthermore, non-compliance with data privacy laws could potentially lead to damaging breaches of customer data, causing severe reputational damage and loss of trust.

#### Cyberlaw and Policing

As we have discussed many times in this course, some data protection laws deal specifically with encryption as a method of protecting data. However, a secondary issue arises after data encryption: What happens if law enforcement needs access to that data and an individual or organization will not provide the encryption key? This is a complicated issue that has been playing out in the legal system.

One such event occurred in late 2015 and 2016. In December 2015, Syed Farook went on a shooting spree in San Bernadino, California, killing 14 of his coworkers. Farook was eventually killed in a shootout with police that same day. During the investigation, the police recovered Farook's Apple iPhone as evidence. The phone was locked with a four-digit passcode that the FBI was unable to determine. The FBI requested Apple's assistance to open the suspect's phone to see if he had been in contact with any other terrorist organizations or acted alone. Specifically, they requested that Apple create a special version of its operating system to allow an unlimited number of attempts to crack the four-digit code without erasing any of the data.

Eventually, the FBI abruptly dropped its case against Apple. It was reported that the FBI had gained access to the data without Apple's assistance by allegedly engaging an Israeli data company to break into the device. This case is just one example of many in which law enforcement requested access to digital data as part of an investigation. The Apple case just happens to be one of the most public ones. It's crucial to comprehend the potential legal ramifications of such cases, as they often set precedents for future cyberlaw practices and regulations. This is especially pertinent for security professionals who must ensure that their practices align with evolving legal standards and public expectations of privacy.

## Publisher: CEV Multimedia

### Fundamentals of Computer Science

**Program: *iCEV Fundamentals of Computer Science (Individual Course): TEKS***

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

ISBN: 9798888640098

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Computer Science Career Preparation, which is located on pages 2-3 of the linked packet.

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**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

ISBN: 9798888640098

Location: Project-Build a Website. This Project is found in the Web Publication Basics lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Build a Website, which is located on pages 4-5 of the linked packet.

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Problem Analysis, which is located on page 6 of the linked packet.

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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Original Text: New Content

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Coding Examples, which is located on pages 7-17 of the linked packet.

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Coding a Story, which is located on pages 18-19 of the linked packet.

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Coding Examples, which is located on pages 7-17 of the linked packet.

**Component: *iCEV Fundamentals of Computer Science (Individual Course)***

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Updated Text: The new/updated text can be viewed in the Student Handout-Coding Examples, which is located on pages 7-17 of the linked packet.

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Updated Text: The new/updated text can be viewed in the Project-Coding a Story, which is located on pages 18-19 of the linked packet.

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# Publisher: CodeHS, Inc.

## Fundamentals of Computer Science

### Program: *Fundamentals of Computer Science: TEKS*

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Instructions in code editor for binary game

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Handout Teacher Version (answers in red); Practice; Task 1

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, steps 1-3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assignment description; steps 2-4

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, steps 1-3

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Assignment description; steps 2-4

Component: *Texas Fundamentals of Computer Science*

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Link to Current Content:

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Location: Assignment, third sentence and article

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Full article; Lesson 11.3

**Component:** *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Video, 3:58 - 4:19

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Full article; Lesson 10.4

## **Publisher: Compusolar, Inc.**

### **Fundamentals of Computer Science**

**Program:** *Computer Science Foundations: TEKS*

**Component:** *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 13, Lesson 1

Location: "Python Skills" section

Original Text: New Content

Updated Text: This is a new citation to existing content - no changes were made

## **Publisher: eDynamic Holdings LP**

### **Fundamentals of Computer Science**

**Program:** *Principles of Information Technology 1a/1b: TEKS*

**Component:** *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 8, Lesson 5, "Job-Seeking Skills" subtitle (whole section)

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Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Employability Skills Some CS and IT-related job duties are technical or very specific, such as coding in a specific programming language or being proficient at a type of software, delivering a product, creating reports, or even managing a team of developers. Other duties may include designing software applications, maintaining and updating software systems, documenting code or project specifications, training users on new technology, or even responding to IT-related help-desk tickets. While having the right technical skills might be enough to land you a job, you'll need additional skills to be a good employee. It might not seem like it, but some of the most important skills in computer science and IT fields revolve around soft skills such as communication, work ethic, motivation, time management, and flexibility. As you start identifying job and internship opportunities, along with their accompanying job duties and associated tasks, you'll start to notice a trend of not just technical skills being listed but skills related to working on teams as well. Job duties such as developing an application might require good management and communication, while a task like creating a large report within a specific timeframe might require excellent time management. Attention to detail, teamwork, creativity, time management, and especially communication are all extremely important for anyone working in a technical field. The art of communication is especially crucial to becoming a successful employee, whatever career you choose. But especially in the computer science and IT world, you need to know how to communicate technical language in a way that is suitable for the audience.

**Component: *Principles of Information Technology 1a/1b***

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1a, Unit 8, Lesson 4, "Step 4: Add an Event Handler" subtitle (whole section)

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Step 2: Add a Canvas Most apps will begin with putting a Canvas component onto the screen, so go to the Drawing and Animation drawer and drag over a Canvas. Notice how the canvas only takes up a small portion of the screen. Let's change that by going to the Properties section and changing the Height and Width settings to Fill Parent. The Height and Width properties are known as variables. They're called variables because they can be changed either manually or through code. There are many types of variables in game design used to store all sorts of data. Some variables store numbers, such as a player's health or, in this case, the height of an object. Other variables store data and references such as images, lists, objects, words, lines of text, and more. We can even use variables in animated sequences when we store how far an object should move or how fast. Step 3: Add a Sprite Now that the canvas takes up the entire screen, let's add a sprite (a graphic that can be manipulated). Download the bird image below using right-click (or control click) and Save image as... Be sure to use the filename Bird and filetype PNG (Bird.png). From the Drawing and Animation drawer, drag over ImageSprite. In Properties, find the Picture property and select this file for upload to your app. You may want to adjust the size by changing the height and width variables. (Ours is 50 x 50 pixels.) Step 4: Add an Event Handler Now that we're done with the Designer elements, let's head over to the Blocks editor, where we will add the programming elements to our app. In Blocks mode, you'll see the Blocks section on the left where the programming elements are located. You'll drag and drop them onto the white Viewer screen. Let's begin by clicking on ImageSprite1 in the Blocks section. This will bring up a menu with blocks that apply to that component. Drag over the when ImageSprite1.flung block. This block is known as an event handler because it watches for an event (in our case, the user flinging the bird) and performs an action (in our case, moving the bird across the screen). Let's change the sprite's speed

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and heading variables (direction) by scrolling down in the ImageSprite1 block menu and dragging over set ImageSprite1.Heading to and set ImageSprite1.Speed to. Plug both of the blocks into the do section of the event handler. Now our variables will directly affect the image's direction and speed. We want the sprite's speed to be the same as the user's fling speed. So, click (or hover) on the pink speed in the Flung block and drag get speed down to the set speed block. Do the same for heading.

## Publisher: Savvas Learning

### Fundamentals of Computer Science

#### Program: *Fundamentals of Computer Science for Texas (Print with digital): TEKS*

##### Component: *Fundamentals of Computer Science for Texas Student Edition*

ISBN: 9780138045074

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 40

Location: Bottom half of the page

Original Text: New Content

Updated Text: Web-Based Programming Languages Using a web-based language typically means writing and executing code directly in a web browser. This approach offers various advantages, such as accessibility, collaboration, and ease of sharing. Methods for using web-based language development include: 1. Online Integrated Development Environments (IDEs): Web-based IDEs provide a complete development environment accessible through a browser. These platforms usually include code editors, debugging tools, and compilers/interpreters for various programming languages. Examples include Replit, CodeSandbox, and Glitch. 2. Code Playground: Code playgrounds are online platforms that allow you to write, run, and experiment with code snippets in real time. They often support multiple programming languages and provide immediate feedback on the output. Popular playgrounds include JSFiddle, CodePen, and PythonAnywhere. 3. Cloud-based Development Environments: Cloud-based development environments, like AWS Cloud9 and Gitpod, enable you to develop and run code entirely in the cloud. These platforms provide a full-featured IDE accessible via a web browser and are particularly useful for collaborative projects. 4. Web-based Notebooks: Jupyter Notebook and Google Colab are examples of web-based notebook environments that allow you to combine code, visualizations, and explanatory text in a single document. Notebooks are widely used for data analysis, machine learning, and scientific computing. 5. Online Code Editors: Several web-based code editors, such as Visual Studio Code (VS Code) and Atom, can be run directly in a browser using web-based versions or through browser extensions. These editors offer powerful features, extensions, and integrations with various programming languages. 6. Web-based Language-Specific Tools: Some programming languages have their web-based tools for development and execution. For instance, JavaScript has websites like JS Bin and JSfiddle, which provide environments tailored specifically for JavaScript coding and testing.

##### Component: *Fundamentals of Computer Science for Texas Teacher Edition*

ISBN: 9780138045104

Link to Current Content:

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Current Page Number(s): 40

Location: Bottom half of student inset page

Original Text: New Content

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Updated Text: Web-Based Programming Languages Using a web-based language typically means writing and executing code directly in a web browser. This approach offers various advantages, such as accessibility, collaboration, and ease of sharing. Methods for using web-based language development include: 1. Online Integrated Development Environments (IDEs): Web-based IDEs provide a complete development environment accessible through a browser. These platforms usually include code editors, debugging tools, and compilers/interpreters for various programming languages. Examples include Replit, CodeSandbox, and Glitch. 2. Code Playground: Code playgrounds are online platforms that allow you to write, run, and experiment with code snippets in real time. They often support multiple programming languages and provide immediate feedback on the output. Popular playgrounds include JSFiddle, CodePen, and PythonAnywhere. 3. Cloud-based Development Environments: Cloud-based development environments, like AWS Cloud9 and Gitpod, enable you to develop and run code entirely in the cloud. These platforms provide a full-featured IDE accessible via a web browser and are particularly useful for collaborative projects. 4. Web-based Notebooks: Jupyter Notebook and Google Colab are examples of web-based notebook environments that allow you to combine code, visualizations, and explanatory text in a single document. Notebooks are widely used for data analysis, machine learning, and scientific computing. 5. Online Code Editors: Several web-based code editors, such as Visual Studio Code (VS Code) and Atom, can be run directly in a browser using web-based versions or through browser extensions. These editors offer powerful features, extensions, and integrations with various programming languages. 6. Web-based Language-Specific Tools: Some programming languages have their web-based tools for development and execution. For instance, JavaScript has websites like JS Bin and JSfiddle, which provide environments tailored specifically for JavaScript coding and testing.

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Current Page Number(s): 174

Location: After exercise 5

Original Text: New Content

Updated Text: Exercise 1: Subtract the following three-digit numbers Subtract the following three digit numbers.

1.  $987 - 123$

2.  $450 - 300$

3.  $701 - 500$

4.  $320 - 215$

5.  $999 - 777$

Exercise 2: Subtracting Decimal Numbers Subtract the following decimal numbers.

1.  $15.7 - 8.3$

2.  $30.04 - 22.99$

3.  $27.5 - 13.2$

4.  $99.99 - 88.88$

5.  $45.5 - 20.2$

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Current Page Number(s): 174

Location: After exercise 5 on inset student page

Original Text: New Content

Updated Text: Exercise 1: Subtract the following three-digit numbers Subtract the following three digit numbers. 1.  $987 - 123$  2.  $450 - 300$  3.  $701 - 500$  4.  $320 - 215$  5.  $999 - 777$  Exercise 2: Subtracting Decimal Numbers Subtract the following decimal numbers. 1.  $15.7 - 8.3$  2.  $30.04 - 22.99$  3.  $27.5 - 13.2$  4.  $99.99 - 88.88$  5.  $45.5 - 20.2$

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Current Page Number(s): 171

Location: New Short Answer #6

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for multiplication to calculate the number of hours in a five day work week and then uses the mathematical operators for addition and subtraction to calculate the number of hours an employee did not work that week if they worked 3 hours per day.

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Current Page Number(s): 171

Location: New Short Answer #6 on student inset page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for multiplication to calculate the number of hours in a five day work week and then uses the mathematical operators for addition and subtraction to calculate the number of hours an employee did not work that week if they worked 3 hours per day.

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Current Page Number(s): 158

Location: At bottom of page

Original Text: New Content

Updated Text: 1. Integer division (also known as "floor division"): Integer division is the mathematical division operation where the decimal portion of the division result is truncated or rounded down, resulting in an integer. For example, in Python, integer division is performed using the `//` operator. If you perform the operation `9 // 4`, the result will be 2, not

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2.25. 2. Real division (also known as "floating-point division"): Real division is the mathematical division operation where the complete quotient is preserved, including the decimal portion. For instance, in Python, real division is performed using the / operator. If you perform the operation  $9 / 4$ , the result will be 2.25. In many programming languages, the type of division performed depends on the types of the numbers being divided. If both numbers are integers, then integer division is often the default. If one or both numbers are floating-point numbers (which can represent non-integer values), then real division is typically used. However, this behavior can vary between languages, so it's always a good idea to check the specific rules for the language you're using.

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Current Page Number(s): 158

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: 1. Integer division (also known as "floor division"): Integer division is the mathematical division operation where the decimal portion of the division result is truncated or rounded down, resulting in an integer. For example, in Python, integer division is performed using the // operator. If you perform the operation  $9 // 4$ , the result will be 2, not 2.25. 2. Real division (also known as "floating-point division"): Real division is the mathematical division operation where the complete quotient is preserved, including the decimal portion. For instance, in Python, real division is performed using the / operator. If you perform the operation  $9 / 4$ , the result will be 2.25. In many programming languages, the type of division performed depends on the types of the numbers being divided. If both numbers are integers, then integer division is often the default. If one or both numbers are floating-point numbers (which can represent non-integer values), then real division is typically used. However, this behavior can vary between languages, so it's always a good idea to check the specific rules for the language you're using.

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Current Page Number(s): 174

Location: At bottom of page

Original Text: New Content

Updated Text: In this exercise you will practice integer division and reinforce understanding of division operations with whole numbers. Instructions: 1. Divide the following pairs of numbers using integer division and write down the quotient (whole number result) without any remainders or decimals. a)  $42 \div 9$  b)  $10 / 3$  c)  $63 / 5$  d)  $17 / 5$  2. Solve the following word problems involving integer division. Write down the quotient as the answer. a) John has 75 apples that he wants to distribute equally among his 6 friends. How many apples will each friend receive? b) A box contains 64 chocolates, and they need to be divided equally into 7 smaller boxes. How many chocolates will each smaller box contain? c) A farmer has 90 eggs and wants to place them in cartons. Each carton can hold 7 eggs. How many cartons will the farmer need? 3. Challenge: Solve the following division problem and write down the quotient without any remainders or decimals. a)  $267 \div 9 =$

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Current Page Number(s): 174

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: In this exercise you will practice integer division and reinforce understanding of division operations with whole numbers. Instructions: 1. Divide the following pairs of numbers using integer division and write down the quotient (whole number result) without any remainders or decimals. a)  $42 \div 9$  b)  $10 \div 3$  c)  $63 \div 5$  d)  $17 \div 5$  2. Solve the following word problems involving integer division. Write down the quotient as the answer. a) John has 75 apples that he wants to distribute equally among his 6 friends. How many apples will each friend receive? b) A box contains 64 chocolates, and they need to be divided equally into 7 smaller boxes. How many chocolates will each smaller box contain? c) A farmer has 90 eggs and wants to place them in cartons. Each carton can hold 7 eggs. How many cartons will the farmer need? 3. Challenge: Solve the following division problem and write down the quotient without any remainders or decimals. a)  $267 \div 9 =$

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Current Page Number(s): 171

Location: At bottom of page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for integer division to find the result of the calculation  $595 \div 6$ .

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Current Page Number(s): 171

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for integer division to find the result of the calculation  $595 \div 6$ .

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Current Page Number(s): 174

Location: At bottom of page

Original Text: New Content



Updated Text: Exercise 1. Perform the modulus division operation and evaluate the given expression using the modulus operator (%). Calculate the remainder obtained when dividing the dividend by the divisor. Determine the result of the expression. Expression:  $(83 + 7) \% 10$  Solution: Step 1: Add the numbers inside the parentheses.  $83 + 7 = 90$  Step 2: Perform modulus division using the result from Step 1.  $90 \% 10 = 0$  Exercise 2: Compute the value of  $(24 + 12) \% 7$  using modulus division. Solution: Step 1: Add the values inside the parentheses:  $24 + 12 = 36$ . Step 2: Perform modulus division on the sum obtained in Step 1 by dividing it by 7 and finding the remainder:  $36 \% 7 = 1$ .

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Current Page Number(s): 174

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: Exercise 1. Perform the modulus division operation and evaluate the given expression using the modulus operator (%). Calculate the remainder obtained when dividing the dividend by the divisor. Determine the result of the expression. Expression:  $(83 + 7) \% 10$  Solution: Step 1: Add the numbers inside the parentheses.  $83 + 7 = 90$  Step 2: Perform modulus division using the result from Step 1.  $90 \% 10 = 0$  Exercise 2: Compute the value of  $(24 + 12) \% 7$  using modulus division. Solution: Step 1: Add the values inside the parentheses:  $24 + 12 = 36$ . Step 2: Perform modulus division on the sum obtained in Step 1 by dividing it by 7 and finding the remainder:  $36 \% 7 = 1$ .

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Current Page Number(s): 171

Location: At bottom of page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for modulus division to find the remainder when you divide 595 by 22

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Current Page Number(s): 171

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for modulus division to find the remainder when you divide 595 by 22

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Current Page Number(s): 529

Location: New / Replace Content; 2nd half of the page

Original Text: Many computer crimes start when an unauthorized user hacks, or gains unauthorized entry, into a computer network. This often happens when the intruder learns the password to access the victim's computer and the network. Too often, computer users choose passwords that are easy for them to remember, such as birthdates, names of pets, names of celebrities, and names of family members. Unfortunately, these passwords are also easy for intruders to guess. Surprisingly, the most common passwords used are "password" and "123456," both of which are extremely weak. Always use a strong password. Don't use things like family names, nicknames, or birth dates. Random passwords are often the strongest, like S3nD3v?. Use a combination of at least six upper- and lowercase letters, numbers, and symbols. Often the site will let you know if your password is strong enough. Some sites require you to use a passphrase, which is similar to a password but is longer and includes a string of words, not just characters. Other tips for a strong password or passphrase include: Change your password or passphrase every few months. Some sites may require this. Do not keep a record of your passwords or passphrases on your computer or on a piece of paper near your computer. Never give out your passwords or passphrases to anyone. Never type a password or passphrase while someone is watching. Most websites now offer multifactor authentication, which adds a second or even third layer of security to password access. Multifactor authentication requires you to use two or more verification factors to access a resource. It can be used for devices, like a smartphone, tablet, or computer, or for access to an online account or private network. For example, instead of just entering a password, you might also have to enter a biometric identifier, such as a fingerprint or face scan, a code that you receive via text or email on a different, verified device, or the answer to a security question.

Updated Text: Strong passwords are critical to maintaining secure online accounts and protecting personal, financial, or otherwise sensitive information from unauthorized access. Here are some of the key values of using strong passwords: 1. Prevent Unauthorized Access: Strong passwords help protect your accounts from unauthorized access. This is particularly important for accounts that contain sensitive information, such as email accounts, banking, social media, and online shopping accounts. 2. Protect Personal Information: Passwords often serve as the first line of defense in protecting your personal information. A strong password can prevent someone from accessing your personal data, including your address, phone number, social security number, and financial information. 3. Defend Against Identity Theft: If someone gains unauthorized access to your personal information, they could potentially impersonate you, leading to identity theft. A strong password makes it much more difficult for someone to access this information. 4. Avoid Financial Loss: Strong passwords are especially critical for online banking and e-commerce sites where your financial information is stored. If someone gains access to these accounts, they could make unauthorized transactions, leading to potential financial loss. 5. Prevent Damage to Reputation: If someone gains access to your social media or professional networking accounts, they could potentially damage your reputation by posting inappropriate or damaging content. 6. Safeguard Confidential Business Information: If you use passwords for work-related applications or data, a strong password can protect this sensitive information from competitors or other unauthorized parties. 7. Reduce the risk of cyber attacks: Strong passwords can also help prevent cyber attacks such as brute force attacks, where attackers try to gain access to your account by systematically checking all possible passwords until the correct one is found. In summary, strong passwords are essential for online security. They protect personal, financial, and professional information from unauthorized access and misuse. The stronger your password, the more protected you are from threats and potential cybercrime.

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Current Page Number(s): 529

Location: New / Replace Content; 2nd half of student inset page

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Original Text: Many computer crimes start when an unauthorized user hacks, or gains unauthorized entry, into a computer network. This often happens when the intruder learns the password to access the victim’s computer and the network. Too often, computer users choose passwords that are easy for them to remember, such as birthdates, names of pets, names of celebrities, and names of family members. Unfortunately, these passwords are also easy for intruders to guess. Surprisingly, the most common passwords used are “password” and “123456,” both of which are extremely weak. Always use a strong password. Don’t use things like family names, nicknames, or birth dates. Random passwords are often the strongest, like S3nD3v?. Use a combination of at least six upper- and lowercase letters, numbers, and symbols. Often the site will let you know if your password is strong enough. Some sites require you to use a passphrase, which is similar to a password but is longer and includes a string of words, not just characters. Other tips for a strong password or passphrase include: Change your password or passphrase every few months. Some sites may require this. Do not keep a record of your passwords or passphrases on your computer or on a piece of paper near your computer. Never give out your passwords or passphrases to anyone. Never type a password or passphrase while someone is watching. Most websites now offer multifactor authentication, which adds a second or even third layer of security to password access. Multifactor authentication requires you to use two or more verification factors to access a resource. It can be used for devices, like a smartphone, tablet, or computer, or for access to an online account or private network. For example, instead of just entering a password, you might also have to enter a biometric identifier, such as a fingerprint or face scan, a code that you receive via text or email on a different, verified device, or the answer to a security question.

Updated Text: Strong passwords are critical to maintaining secure online accounts and protecting personal, financial, or otherwise sensitive information from unauthorized access. Here are some of the key values of using strong passwords: 1. Prevent Unauthorized Access: Strong passwords help protect your accounts from unauthorized access. This is particularly important for accounts that contain sensitive information, such as email accounts, banking, social media, and online shopping accounts. 2. Protect Personal Information: Passwords often serve as the first line of defense in protecting your personal information. A strong password can prevent someone from accessing your personal data, including your address, phone number, social security number, and financial information. 3. Defend Against Identity Theft: If someone gains unauthorized access to your personal information, they could potentially impersonate you, leading to identity theft. A strong password makes it much more difficult for someone to access this information. 4. Avoid Financial Loss: Strong passwords are especially critical for online banking and e-commerce sites where your financial information is stored. If someone gains access to these accounts, they could make unauthorized transactions, leading to potential financial loss. 5. Prevent Damage to Reputation: If someone gains access to your social media or professional networking accounts, they could potentially damage your reputation by posting inappropriate or damaging content. 6. Safeguard Confidential Business Information: If you use passwords for work-related applications or data, a strong password can protect this sensitive information from competitors or other unauthorized parties. 7. Reduce the risk of cyber attacks: Strong passwords can also help prevent cyber attacks such as brute force attacks, where attackers try to gain access to your account by systematically checking all possible passwords until the correct one is found. In summary, strong passwords are essential for online security. They protect personal, financial, and professional information from unauthorized access and misuse. The stronger your password, the more protected you are from threats and potential cybercrime.

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Current Page Number(s): 530

Location: In the Spotlight

Original Text: Imagine you are taking a picture of a sunset over a lake, and your phone slips out of your hands. You watch as it sinks to the bottom. Or, you put it down in the driveway and someone backs a car over it. What happens to your files, contacts, pictures, and videos? Losing a device does not have to be a disaster as long as you have backed up your data. Backing up is simply creating a copy of the data that is stored separately in an off-site or remote location away from the original. You can back up data manually or use a program that performs the backup automatically on a set schedule. You can restore the data to a new device from the backup. Now, think about what happens to your data when you trade

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in the device for a new one. Is your old data still stored on the old device? Who might have access to it? Deleting a file will not keep it secure. Hackers can easily find deleted files. To make sure information is not left on a device, you must reformat or wipe the drive, which destroys all files. You can clear a smartphone or tablet by resetting it to its factory configuration or using the Erase All command, then removing the SIM card, if there is one. Before you do, however, make sure you back up your contacts, photos, and any other information you want to keep so you can install it on your new device.

Updated Text: n/a

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Link to Current Content:

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Current Page Number(s): 530

Location: In the Spotlight on inset student page

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Updated Text: n/a

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Link to Current Content:

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Current Page Number(s): 530

Location: Add to Protecting Data

Original Text: New Content

Updated Text: A computer virus is a type of malicious software program that, once executed, replicates by modifying other computer programs and inserting its own code. It often causes harm by corrupting system data, wasting resources, or disrupting the normal functioning of the computer system. The value of virus protection, especially in our increasingly digital world, cannot be overstated, as it safeguards our sensitive data from cyber threats and malicious software. It provides a critical layer of defense, preventing unauthorized access to our personal and professional information, thereby maintaining privacy, integrity, and system functionality. Moreover, investing in robust virus protection mitigates the risk of costly disruptions and potential loss, fostering confidence and trust in digital technologies.

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Link to Current Content:  
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Current Page Number(s): 530

Location: Add to Protecting Data on student inset page

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Current Page Number(s): 527

Location: At bottom of page

Original Text: New Content

Updated Text: Virus prevention procedures are crucial for safeguarding privacy and security in today's digital landscape. They help defend against malware, ransomware, and other malicious software that can compromise sensitive data or grant unauthorized access to personal information. Following proper virus prevention procedures are essential for:

- Protection against financial loss
- Preservation of reputation
- Regulatory compliance
- Protection of intellectual property
- National security
- Personal privacy

By implementing robust virus protection measures, individuals and organizations can mitigate the risk of data breaches, identity theft, and other cyber threats, ensuring the integrity and confidentiality of their digital assets.

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Link to Current Content:  
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Current Page Number(s): 527

Location: At bottom of page on inset student page

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- Preservation of reputation
- Regulatory compliance
- Protection of intellectual property
- National security
- Personal privacy

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Current Page Number(s): 3

Location: The CPU

Original Text: New Content

Updated Text: A central processing unit (CPU) executes programs by performing a series of basic operations in a specific order. The CPU follows instructions provided by the program and carries out various tasks to perform calculations, manipulate data, and control the flow of the program. Here is a high-level overview of how a CPU runs or executes programs:

1. Fetch: The CPU fetches the next instruction from the program stored in memory. The program counter (PC) keeps track of the memory address of the next instruction to be executed.
2. Decode: The fetched instruction is decoded to determine the operation to be performed and the operands involved. The CPU's instruction set architecture defines the format and meaning of instructions.
3. Execute: The CPU executes the instruction by performing the required operation. This may involve arithmetic calculations, logical operations, data movement, or control flow instructions such as branches or jumps.
4. Memory Access: If the instruction requires accessing data from memory, the CPU fetches the data from or stores the data to the appropriate memory location. This step ensures that the CPU can read and write data as needed during program execution.
5. Write Back: After the instruction is executed, the results are written back to the appropriate registers or memory locations, depending on the operation performed.
6. Update Program Counter: The program counter (PC) is updated to point to the next instruction in memory, allowing the CPU to fetch the subsequent instruction and repeat the process. The CPU repeats these steps continuously, fetching, decoding, executing, and updating the program counter until the program is complete.

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Current Page Number(s): 3

Location: The CPU on inset student page

Original Text: New Content

Updated Text: A central processing unit (CPU) executes programs by performing a series of basic operations in a specific order. The CPU follows instructions provided by the program and carries out various tasks to perform calculations, manipulate data, and control the flow of the program. Here is a high-level overview of how a CPU runs or executes programs: 1. Fetch: The CPU fetches the next instruction from the program stored in memory. The program counter (PC) keeps track of the memory address of the next instruction to be executed. 2. Decode: The fetched instruction is decoded to determine the operation to be performed and the operands involved. The CPU's instruction set architecture defines the format and meaning of instructions. 3. Execute: The CPU executes the instruction by performing the required operation. This may involve arithmetic calculations, logical operations, data movement, or control flow instructions such as branches or jumps. 4. Memory Access: If the instruction requires accessing data from memory, the CPU fetches the

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data from or stores the data to the appropriate memory location. This step ensures that the CPU can read and write data as needed during program execution. 5. Write Back: After the instruction is executed, the results are written back to the appropriate registers or memory locations, depending on the operation performed. 6. Update Program Counter: The program counter (PC) is updated to point to the next instruction in memory, allowing the CPU to fetch the subsequent instruction and repeat the process. The CPU repeats these steps continuously, fetching, decoding, executing, and updating the program counter until the program is complete.

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Current Page Number(s): 4

Location: Figure 1-4

Original Text: Remove Figure 1-4

Updated Text: n/a

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Current Page Number(s): 4

Location: Figure 1-4

Original Text: Remove Figure 1-4

Updated Text: n/a

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Current Page Number(s): 6

Location: Following Output Devices

Original Text: New Content

Updated Text: Peripheral Devices Peripheral computer devices are external hardware components that connect to a computer system to expand its capabilities and provide additional functionality. These devices interact with the computer system, allowing users to input, output, and store information. They enhance the overall user experience, allow users to perform tasks more efficiently, and enable the computer to interact with the external world.

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Current Page Number(s): 6

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Location: Following Output Devices on student inset page

Original Text: New Content

Updated Text: Peripheral Devices Peripheral computer devices are external hardware components that connect to a computer system to expand its capabilities and provide additional functionality. These devices interact with the computer system, allowing users to input, output, and store information. They enhance the overall user experience, allow users to perform tasks more efficiently, and enable the computer to interact with the external world.

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Current Page Number(s): 7

Location: Operating Systems

Original Text: Popular operating systems for laptop and desktop computers include Windows, macOS, and Linux. Some version of macOS runs all Apple Macintosh computers. Microsoft Windows runs on most non-Apple personal computers. Linux is an open-source operating system, which means the source code used to create it is available to the public. Google's Chrome OS is based on Linux. Popular operating systems for mobile devices include Android and iOS. iOS is used exclusively on Apple mobile devices. Android runs on devices manufactured by many companies. Android is considered to be more open and customizable.

Updated Text: Operating System Comparison Operating System Developer Devices Audiences/Uses Features Windows Microsoft (1985) PCs, servers, IoT devices, mobile Home, business, gaming Broad software compatibility, friendly user interface MacOS Apple (2001) PCs (Mac) Business (graphic design, video editing, music production) Compatibility with Apple ecosystem iOS Apple (2007) Mobile (iPhone, iPad) Home, business communication, gaming Compatibility with Apple ecosystem, robust security Android Google/Open Handset Alliance (2008) Mobile (smartphones, tablets) Home, business communication, gaming Compatibility with Google ecosystem, customizable UNIX Bell Labs (1970s) Workstations, mainframes Business Stability, reliability Linux Linus Torvalds (1991) Servers, desktops, smartphones (via Android) Home, business Open source, flexibility

**Component: *Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7

Location: Operating Systems on inset student page

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Updated Text: Operating System Comparison Operating System Developer Devices Audiences/Uses Features Windows Microsoft (1985) PCs, servers, IoT devices, mobile Home, business, gaming Broad software compatibility, friendly user interface MacOS Apple (2001) PCs (Mac) Business (graphic design, video editing, music production) Compatibility with Apple ecosystem iOS Apple (2007) Mobile (iPhone, iPad) Home, business communication, gaming Compatibility with Apple ecosystem, robust security Android Google/Open Handset Alliance (2008) Mobile (smartphones, tablets) Home,

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business communication, gaming Compatibility with Google ecosystem, customizable UNIX Bell Labs (1970s) Workstations, mainframes Business Stability, reliability Linux Linus Torvalds (1991) Servers, desktops, smartphones (via Android) Home, business Open source, flexibility

**Component: *Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 8

Location: Checkpoint

Original Text: What fundamental set of programs control the internal operations of the computer's hardware? What operating system runs on all Apple Macintosh computers? What operating system has a source code that is available to the public? What do you call a program that performs a specialized task, such as a virus scanner, a file compression program, or a data backup program? Python is an example of what type of programming language? Word processing programs, spreadsheet programs, email programs, web browsers, and game programs belong to what category of software?

Updated Text: n/a

**Component: *Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 8

Location: Checkpoint

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Updated Text: n/a

**Component: *Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:  
[View Current Content](#)

Current Page Number(s): 5

Location: Primary Memory and Secondary Memory

Original Text: Primary memory, or main memory, is the computer's work area. It is also called primary storage. This is where the computer stores a program while the program is running, as well as the data that the program is working with. For example, suppose you are using a word processing program to write an essay for one of your classes. While you do this, both the word processing program and the essay are stored in main memory. One type of primary memory is called random-access memory (RAM). It is called this because the CPU is able to quickly access data stored at any random location in RAM. RAM is usually a volatile type of memory that is used only for temporary storage while a program is

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running. When the computer is turned off, the contents of RAM are erased. Inside your computer, RAM is stored in chips, similar to the ones shown in Figure 1-5. Another type of primary memory is called read-only memory (ROM). ROM chips store instructions for starting the computer. ROM is nonvolatile memory. It stores data permanently, even when the power to the computer is off. Secondary memory is a type of memory that can hold data for long periods of time, even when there is no power to the computer. Secondary memory is what most people think of as storage, or secondary storage. Programs are normally stored in secondary memory and loaded into main memory as needed. Important data, such as word processing documents, payroll data, and inventory records, is saved to secondary storage, as well. The most common type of secondary storage device is the disk drive. A traditional disk drive stores data by magnetically encoding it onto a spinning circular disk. Solid-state drives store data in solid-state memory. A solid-state drive has no moving parts and operates faster than a traditional disk drive. Most computers have some sort of secondary storage device, either a traditional disk drive or a solid-state drive, mounted inside their case. Even cell phones have internal storage, and can perform as external storage devices, as well. External storage devices, which connect to one of the computer's communication ports, can be used to create backup copies of important data or to move data to another computer.

Updated Text: Primary Memory Primary memory and primary storage are two different terms often used interchangeably, but they actually refer to two distinct concepts within computer architecture. 1. Primary Memory: Also known as main memory, primary memory includes Random Access Memory (RAM) and cache memory. This is the memory used by a computer to execute programs and operations. The CPU can read from or write to this memory very quickly. RAM is volatile, meaning it only retains data while the computer is on. When you turn off the computer, anything stored in RAM is lost. Cache memory, another part of primary memory, is smaller but faster than RAM and stores frequently accessed data to speed up the operation. 2. Primary Storage: This term is often used to refer to the primary location where data is stored, especially in the context of an extensive system or network. This could include both primary memory (like RAM) and non-volatile storage devices, like hard drives or solid-state drives (SSD), which store data even when the computer is turned off. In some contexts, "primary storage" may refer to non-volatile storage devices. This storage can be slower to access than primary memory, but it's used to store data and programs when they're not in active use. So, in general, primary memory refers to the fast, volatile memory that a CPU uses for active operations. In contrast, primary storage can include this memory as well as slower, non-volatile storage devices used for longer-term storage. The exact definitions can vary depending on the context, so it's a good idea to clarify if it's not clear from the situation. Secondary Memory Secondary memory and secondary storage refer to the same concept, which is non-volatile storage in a computer that persists even when the computer is powered off. These terms are often used interchangeably. This form of storage typically includes devices like hard drives, SSDs, CDs, DVDs, USB drives, and other types of storage media. It's where a computer stores data that is not being actively used by its processor (CPU), including the operating system, software programs, and files. To summarize, secondary memory and secondary storage refer to the same thing but are just different terminologies used in computing. They contrast with primary memory or storage (like RAM), which is faster but volatile, meaning data stored in it is lost when power is removed.

**Component: *Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Primary Memory and Secondary Memory

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store instructions for starting the computer. ROM is nonvolatile memory. It stores data permanently, even when the power to the computer is off. Secondary memory is a type of memory that can hold data for long periods of time, even when there is no power to the computer. Secondary memory is what most people think of as storage, or secondary storage. Programs are normally stored in secondary memory and loaded into main memory as needed. Important data, such as word processing documents, payroll data, and inventory records, is saved to secondary storage, as well. The most common type of secondary storage device is the disk drive. A traditional disk drive stores data by magnetically encoding it onto a spinning circular disk. Solid-state drives store data in solid-state memory. A solid-state drive has no moving parts and operates faster than a traditional disk drive. Most computers have some sort of secondary storage device, either a traditional disk drive or a solid-state drive, mounted inside their case. Even cell phones have internal storage, and can perform as external storage devices, as well. External storage devices, which connect to one of the computer's communication ports, can be used to create backup copies of important data or to move data to another computer.

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## **Publisher: CEV Multimedia**

### **Human Growth and Development**

**Program: *iCEV Human Growth & Development (Individual Course): TEKS***

**Component: *Human Growth & Development (Individual Course)***

ISBN: 9798888640111

Location: Project-Developmental Theories Visual. This Project is found in the Human Developmental Theories lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Developmental Theories Visual, which is located on pages 2-3 of the linked packet.

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**Component: *Human Growth & Development (Individual Course)***

ISBN: 9798888640111

Location: Project-A Beginner's Guide to Pregnancy. This Project is found in the Prenatal Care lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-A Beginner's Guide to Pregnancy, which is located on pages 4-5 of the linked packet.

**Component: *Human Growth & Development (Individual Course)***

ISBN: 9798888640111

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Infant Development Timeline, which is located on pages 6-7 of the linked packet.

**Component: *Human Growth & Development (Individual Course)***

ISBN: 9798888640111

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Changes Pamphlet, which is located on pages 8-9 of the linked packet.

**Component: *Human Growth & Development (Individual Course)***

ISBN: 9798888640111

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Dream Job, which is located on pages 10-11 of the linked packet.

# Publisher: CEV Multimedia

## Instructional Practices

### Program: *iCEV Instructional Practices (Individual Course): TEKS*

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Applying Math in Education Scenarios, which is located on page 2 of the linked packet.

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Applying Math in Education Scenarios, which is located on page 2 of the linked packet.

# Publisher: eDynamic Holdings LP

## Medical Assistant

### Program: *Medical Assistant 1a/1b: TEKS*

Component: *Medical Assistant 1a/1b*

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 3, Lesson 3, "Inhalation Administration" (For nebulizer)

Original Text: New Content

Updated Text: Educating Patients about Vaccinations

Vaccinations have become a hot topic in the last decade or so. Rumors and data from inaccurately conducted studies have caused some to be suspicious of vaccines. That is why it is so important for healthcare professionals, including medical assistants, to clearly provide patient education on the value of vaccinations and staying on schedule. How best to do this?

Discuss with patients the disease that the vaccination is trying to protect against. Explain the consequences of not being vaccinated. Describe how the vaccine will work to protect them or their children. Then, go over the vaccine information

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statement together so that patients understand both the benefits and risks. Invite patients to address any concerns they have.

Once the patient understands the importance and purpose of the vaccination, show them the immunization schedule laid out by the Centers for Disease Control and Prevention (CDC) (as seen above). Make a plan together to address any vaccines that are behind schedule and to keep the schedule on track in the future.

Misinformation can only be counteracted when patients receive clear, understandable information on how vaccines really work. As a medical assistant, it is your responsibility to educate your patients on this subject, thus protecting them from avoidable diseases.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Location: Medical Assistant 1B, Unit 3, Class Slides, Slide 11: Show Some Class: Drug Classes

Original Text: New Content

Updated Text: Drug Schedules

Schedule I drugs are those that have little to no medical use and are highly addictive with a high potential for abuse. Examples include heroin, marijuana, lysergic acid diethylamide (LSD), peyote, and 3, 4-methylenedioxymethamphetamine (ecstasy).

Schedule II drugs include some that have some medical use, but all are highly addictive with a high potential for abuse. Some indications of use (or ways they are used) can be for moderate to acute pain. Many times, this means they are used for patients having surgical procedures, but because of their high potential for abuse and effect on the body, they are only used if other medicines are ineffective or cannot be used. Examples include cocaine, hydromorphone, oxycodone, fentanyl, methamphetamine, and methadone. Schedule III drugs also have some medical use and have some potential for abuse and addiction, but it's lower than those of Schedule I or II. This classification separates abuse potential into a high psychological dependence and a low to moderate physical dependence. Schedule III drugs are sometimes indicated for minor surgeries or diagnostic procedures. They can be used to numb mild or moderate pain, as well as relax muscle contraction. Examples include anabolic steroids, ketamine, and medications with less than 90 mg of codeine in a single dose.

Schedule IV drugs have medical uses and a low risk of addiction or abuse. Indications for Schedule IV generally involve management of seizures, extreme anxiety, insomnia, and musculoskeletal pain. This classification includes clonazepam, alprazolam, diazepam, carisoprodol, and triazolam.

Schedule V drugs have medical uses and the lowest potential for abuse or addiction. Schedule V drugs are used to calm bradycardia, nerve pain, and very mild pain. Examples include atropine, pregabalin, and those with low amounts of pseudoephedrine or codeine.

Medications that don't contain controlled substances aren't categorized under these schedules. Anyone who prescribes, handles, stores, or distributes drugs in Schedules I-V must be registered with the DEA.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 6, Activity 1

Original Text: New Content

Updated Text: Cumulative Project: How Do You Take a Blood Sample?

Required Materials

- Word processing software

Taking a blood sample requires several precise steps that protect both you and the patient. To help remember these steps, you will create a checklist of what needs to be done. You will also create a label for a lab specimen so you can

remember all the proper documentation that needs to take place each time you collect a specimen.

#### Step 1: Create a Checklist

Create a checklist of the steps of taking a blood sample.

Be sure to start with PPE. Apply your knowledge of PPE used in various situations such as venipuncture and other types of specimen collection to describe what you would need to do when taking a blood sample. What steps will you add to your checklist to make sure you are using PPE accurately?

Continue on with the other steps you would take in this process of collecting a blood sample.

#### Step 2: Create a Sample Label

Design a sample label that you can use as a model for future specimens. Demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector.

#### Step 3: Leave Some Instructions

Finally, create a note for your coworkers with instructions on how they should properly transfer and store these lab specimens. Make sure to be clear in your instructions, as a sample that has not been properly transferred or stored will not yield accurate results.

Submit your checklist and your sample label to your instructor.

### **Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 6, Critical Thinking Question 5

Original Text: New Content

Updated Text: 5. Sasha is a medical assistant who performs point of care testing. What types of testing might she perform? Identify and correlate specimen types and collection methods, including throat swabs, capillary blood, and urine used in point of care testing. Next, identify how to properly transfer and store the lab specimens.

Answers will vary but should include tests Sasha might perform, specimen types and collection methods:

- o Possible tests: urinalysis, C-reactive protein (CRP), mononucleosis, strep, flu, COVID-19, H. Pylori, TB, etc.
- o Throat swabs: (Example) to detect bacterial, viral, or fungal pathogens. Method: Have the patient tilt their head back, open their mouth wide, and say “ahh.” Using a tongue depressor, gently push down on the tongue, while rubbing the swab on the posterior pharyngeal wall, tonsils, or tonsillar pillars without touching the tongue, teeth, or gums. When swabbing the throat, swabs of the mouth in other areas may cause false-negative results. The swab should be placed into the sample tube, sealed, and labeled with the appropriate information.
- o Capillary blood: (Example) Capillary screening (taken from the heel) is used to screen all newborn babies in the US for many conditions including metabolism disorders, fatty acid oxidation disorders, endocrine disorders, and hemoglobin disorders. Method: wipe the site with alcohol, let it air dry, puncture the finger, heel, or ear with a lancet, and wipe away the first drop of blood. Squeeze the site to fill the sample tube
- o Urine: (Example) Tests for blood, sugar, UTI, diabetes, etc. Methods: random, midstream, timed, first morning, catheter, etc.
- o Proper transport:
  1. Use specially labeled tubes for blood collection, always keep gloves on, and make sure tops are fastened tightly.
  2. When urine samples will be used for drug screening, place the seal on the cup, have both collector and patient witness the seal, and document every person and movement until the test is completed.
  3. The biggest things with transport are using the correct container and keeping track of the chain of custody.
- o Proper storage:
  1. For blood collection, samples must be placed in a refrigerator or freezer depending on when they will be tested. If frozen, they must be allowed to thaw before testing.
  2. Fecal samples should be refrigerated or placed into a preservative.
  3. Throat swabs need refrigeration.

4. The biggest things for storage are the timing of samples taken versus when tested and the temperature at which samples are kept.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1A, Unit 5, Discussion Question 2

Original Text: New Content

Updated Text: Describe defense mechanisms exhibited by patients. In other words, in what different ways do patients deal with stress or other distressing life factors?

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 2, Lesson 4, "Handling Biohazardous Materials"

Original Text: New Content

Updated Text: HIPAA

In 1996, the Health Insurance Portability and Accountability Act addressed the need for privacy when dealing with a person's health information, referred to as protected health information or PHI, especially in electronic form. Over time, additions to the act increased security and specified how and when information could be released. Healthcare providers need to be aware of these rules to properly maintain medical records, prepare them for release (if authorized), store them, and, when the time is right, dispose of them.

Because it is important to make sure this sensitive information does not fall into the wrong hands, every medical office will have a shredding bin. A shredding bin is a locked container that serves as temporary storage for confidential documents that need to be disposed of. Only the person who will actually feed the documents into a shredder has the keys to the shredding bin. This ensures that no one, even other healthcare professionals, catch a glimpse of confidential information.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 2, Activity 1

Original Text: New Content

Updated Text: Karyn is learning her way around the medical office. Under a cabinet, she spots a locked container that is labeled shredding bin. What is this for? Define the use of a shredding bin and explain why it is important in the office.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378



Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 2, Activity 2

Original Text: New Content

Updated Text: Lesson Plan Class No: 4, Instructional Time, Direct Instruction, Taking Out the Trash Activity

- Slide 41: Disaster Preparedness.
- o Instruct students that all healthcare facilities are required to have an emergency management plan. This plan includes what to do in case of an explosion, massive influx of patients, weapon or active shooter, biohazardous threat, or terrorist attack.
- o Share with students that preparation is key to minimizing injuries and casualties in the event of a disaster.
- Taking Out the Trash Activity
- o Remind students of the various ways that waste is disposed of in a medical lab. Have them create a poster that categorizes the different types of waste disposal. On their poster they should define: trash receptacle, biohazard bag, and sharps container. Then they would give one example of items that would be disposed of in each.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 2, Lesson 4, "Handling Biohazardous Materials"

Original Text: New Content

Updated Text: General Lab Safety

Before using a laboratory, workers should be aware of some general safety guidelines. These tips include knowing the location of eyewash and shower stations in case of accidental exposure, wearing the proper attire and keeping hair pulled back, not eating or drinking in the lab, keeping the work area clean, wearing the proper PPE, using proper handwashing techniques, and properly disposing of any waste. A trash receptacle, or container for general waste, should be available in every room in the lab. Not everything is disposed of in a trash receptacle, as we will now consider.

**Component: *Medical Assistant 1a/1b***

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 3, Activity 1

Original Text: New Content

Updated Text: 4. A parent brings a six-month-old baby into a pediatrician's office. Which vaccinations should this baby have had already? Which vaccinations are they old enough to receive? Limit your answers to these immunizations:

- o Tdap (tetanus-diphtheria-pertussis)
- o Rotavirus
- o Hepatitis B
- o Influenza

Then, explain the storage requirements for vaccines in the office to reassure the mother they have been kept safely.

# Publisher: CEV Multimedia

## Medical Billing and Coding

### Program: *ICEV Medical Coding & Billing (Individual Course): TEKS*

#### Component: *ICEV Medical Coding & Billing (Individual Course)*

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Composing a Professional Email, which is located on pages 2-4 of the linked packet.

#### Component: *ICEV Medical Coding & Billing (Individual Course)*

ISBN: 9798888640142

Location: Slides 10-11. These slides are found in the Employability Skills in Medical Coding and Billing PowerPoint lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 9-11, which are located on pages 5-6 of the linked packet.

#### Component: *ICEV Medical Coding & Billing (Individual Course)*

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Composing a Professional Email, which is located on pages 2-4 of the linked packet.

#### Component: *ICEV Medical Coding & Billing (Individual Course)*

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Composing a Professional Email, which is located on pages 2-4 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Composing a Professional Email, which is located on pages 2-4 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Composing a Professional Email, which is located on pages 2-4 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: Project-Composing a Professional Email. This Project is found in the Employability Skills in Medical Coding and Billing lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Classroom Design Layout, which is located on pages 2-4 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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Updated Text: The new/updated text can be viewed in slide 53, which is located on page 7 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Disease Groupings and Procedure-Code Bundling, which is located on page 8 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in slide 18, which is located on page 7 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Disease Groupings and Procedure-Code Bundling, which is located on page 8 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: Activity-Insurance Denials and Appeals Scenarios. This Activity is found in the Health Insurance Claims lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Insurance Denials and Appeals Scenarios Answer Key, which is located on pages 9-11 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Proclamation 2024: Report of New Content (10/24/2023)

Location: Slides 5-17. These slides are found in the Health Insurance Models PowerPoint lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 16-17, which are located on page 12 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Remittance Advice Exit Ticket, which is located on page 13 of the linked packet.

**Component: *iCEV Medical Coding & Billing (Individual Course)***

ISBN: 9798888640142

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Remittance Advice Exit Ticket, which is located on page 13 of the linked packet.

## **Publisher: CEV Multimedia**

### **Medical Microbiology**

**Program: *iCEV Medical Microbiology (Individual Course): TEKS***

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Lab Activity-Culturing Microbes, which is located on pages 3-4 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity- Models Explanation Infographic, which is located on page 5 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity- Models Explanation Infographic, which is located on page 5 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity- Models Explanation Infographic, which is located on page 5 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 6-7 of the linked packet.

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**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity- Models Explanation Infographic, which is located on page 5 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity- Models Explanation Infographic, which is located on page 5 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

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Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 10-11 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 8-9 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 10-11 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Role of Culture and Sensitivity Reports, which is located on pages 12-14 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Role of Culture and Sensitivity Reports, which is located on pages 12-14 of the linked packet.

**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

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**Component: *iCEV Medical Microbiology (Individual Course)***

ISBN: 9798888640159

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Role of Culture and Sensitivity Reports, which is located on pages 12-14 of the linked packet.

## **Publisher: B.E. Publishing, Inc.**

### **Medical Terminology**

**Program: *Medical Terminology: A Learning Strategies Approach, Texas Edition: TEKS***

**Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition***

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17

Location: Bottom of page. Page 39 of the PDF Reader

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: By the end of this course, you will have developed a good working knowledge of medical terminology. This knowledge will enable you to summarize and communicate your observations and other medical information accurately to other health-care team members. These skills also allow you to translate medical terms for your patients so they can understand their diagnoses and treatment plans.

**Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition***

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 48

Location: Last paragraph, 1st sentence. Page 70 of the PDF Reader

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The assessment (A) section of the SOAP note is where the medical professional summarizes the subjective and objective information.

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**Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition***

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 48

Location: Last paragraph, 4th sentence. Page 70 of the PDF Reader

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: In the observation portion of the SOAP note, the medical professional summarizes the signs of inflammation that were observed, and the instructions given to the patient to help relieve the pain and swelling.

**Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition***

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 63

Location: "Anatomical Positions and Body Planes" Section, 1st paragraph. Page 85 of the PDF Reader.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: Health-care professionals must understand and use terms that identify the location of body structures in relation to one another. These positioning and directional terms help you accurately summarize and communicate observations and other information to the health-care team in a clear and efficient manner verbally and in your writing.

## **Publisher: Cengage Learning Inc.**

### **Medical Terminology**

**Program: *Medical Terminology for Health Professions: TEKS***

**Component: *Medical Terminology for Health Care Professionals | Student Edition***

ISBN: 9780357635698

Current Page Number(s): 17

Location: n/a

Original Text: n/a

Updated Text: Table 1.11: The Joint Commission's Official "Do Not Use" List of abbreviations, acronyms, and symbols with caption: "The Joint Commission created the 'Do Not Use List' to eliminate the use of dangerous abbreviations, acronyms, and symbols." (C) 2018 The Joint Commission

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**Component: *Medical Terminology for Health Care Professionals | Student Edition***

ISBN: 9780357635698

Current Page Number(s): 20

Location: n/a

Original Text: n/a

Updated Text: Q#6 under Review Time: Discussion Assignment: What is the purpose of the "Do Not Use" List? Why are certain acronyms, symbols, and abbreviations dangerous to use?

## **Publisher: CEV Multimedia**

### **Medical Terminology**

**Program: *iCEV Medical Terminology (Individual Course): TEKS***

**Component: *iCEV Medical Terminology (Individual Course)***

ISBN: 9798888640166

Location: Student Handout-Verbal and Written Strategies. This Student Handout is found in the Morphemes: Special Senses lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Verbal and Written Strategies, which is located on pages 2-4 of the linked packet.

## **Publisher: eDynamic Holdings LP**

### **Medical Terminology**

**Program: *Medical Terminology 1a/1b: TEKS***

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1A, Unit 1, Lesson Plan Class 1 (bottom of page 1, top of page 2) Introduction: "Slide 7-Are You Speaking My Language?" All bullet points

Original Text: New Content

Updated Text: As you learn and start to love medical terminology, you will be able to use the language as you would a second language. In other words, you will be able to do things like talk to patients and other medical team members using terms that once seemed foreign. With coworkers, you can speak to them using the proper terms, giving you the ability to cooperate (use terms to get along well with other members of the team), collaborate (use terms to come to the best solution), and contribute (use terms to give suggestions) as a member of the healthcare team. With patients, a big part of the patient's trust comes from the way that you speak to them. When you use medical terminology correctly, you show that you know about the field. Also, when a patient doesn't understand a medical term, you can translate, just like

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you would a foreign language. Think how rewarding it will be to be able to help someone understand the very same language that was once unknown to you!

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1A, Unit 7, Activity 1

Original Text: New Content

Updated Text: Instructional Time: Group Work

Discuss the importance of cooperating, collaborating, and contributing as a member of a team. Divide students into groups representative of a medical team, giving each group a disease or condition. Have students work together to research the disease/condition and develop a description using medical terms. Have them break the medical terms into the word parts, with a definition for each part. After completing the assignment, have them describe how they cooperated, collaborated, and contributed as part of a team and how these qualities can help them work well as a member of the healthcare team.

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1A, Unit 4, Lesson 4, "How Do We Fix It?" all subsections, "You try it!" click left arrows to open dropdown boxes for more information, "When Can I Use This?"

Original Text: New Content

Updated Text: Many words used in the medical field are a combination of various word parts. Each term can be divided based on these parts. Using these parts helps us accurately spell and precisely describe things in the medical world. The major parts used to form words are:

- prefix
- root or combining word
- suffix
- combining vowel

Let's break down how these word parts are used in the medical world.

Prefixes are a word piece placed at the beginning of a word to add information to it. The additional information indicates things like a direction, a number, a location, or a size. One common prefix that you may already know is hyper-. This prefix means over or excessive, so in the case of the term hyperactive, the word means overly active.

The root or combining word is the basis for the word and gives the beginning meaning for that word. So the combining word is the foundation or basis for the rest of the word. Using the prefix hyper- that we just learned, and the combining word glyc(o)-, meaning sugar, we can define hyperglycemia. By merging the two definitions, we find the meaning is excessive amount of sugar. Notice when you write the combining word you include the vowel, even though sometimes, like in this case, it's dropped before being used in the word. Suffixes are word pieces placed at the end of a word and further explain or define a word. The suffix may specify a disease, a body location, or even a procedure. Every medical term has a suffix added to a prefix, or a root or combining word, or both a prefix and a combining word. Using the example above, we learn even more information about the term hyperglycemia. The suffix -emia means pertaining to the presence of a substance in the blood. We now add that information to our definition and find out that the full meaning is a condition with the presence of an excessive amount of sugar in the blood.

The combining vowel is an additional vowel added to a root or combining word and is simply a way to connect a suffix to a root word or a root word to another root word. When combining a suffix to a root word, if the suffix begins with a

vowel, no additional combining vowel is needed. For example, with the suffix –algia, meaning pain, no additional vowel is needed to join to a root word. So, if we join the root word my(o)-, meaning muscle, with –algia, we form myalgia. The new word means muscle pain. On the other hand, when combining a suffix that begins with a consonant to a root word, we need to add the combining vowel. An example of this type of combination would be if we take the root word carcin(o)-, meaning cancer, and join it with the suffix –genic, meaning causing. We make the word carcinogenic, meaning cancer causing or a cause of cancer. As you can see, we kept the o on the root word to form the final word. This vowel makes the word easier to pronounce and easier to read. Sometimes, two root words combine to make a word. In general, with these combinations, the vowel is also kept. This type of combination occurs when we join gastr(o)-, meaning stomach, with enter(o)-, meaning intestines, and -ology, meaning science of. Our final word is gastroenterology which means the science or study of the stomach and intestines.

As you can see, by learning the meaning of the word parts you can form and accurately spell many medical terms. By following the steps based on whether you are building a word or breaking it into its parts, you will be able to understand and use many medical terms.

Try to form (and correctly spell) a word from arthr(o)-, meaning joint, and –itis, meaning inflammation.

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1B, Unit 8, Lesson 1, entire lesson, for any left arrows, click to reveal dropdown box with more information

Original Text: New Content

Updated Text: Helpful Hint

When learning anything new, it helps to relate it to something you already know. Think about things you've learned in other classes or experiences you've had along the way. Have you ever been to the doctor or been with someone else when they were treated by a medical professional? What have you learned about the body in previous science or health classes? Use prior knowledge and experiences to help you understand the meaning of terms used in the health science world.

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1A, Unit 1, Lesson 2, "Commonly used prefixes that describe an amount include:...", "Commonly used prefixes that describe location or direction include:...", "Prefixes that describe time include:...", "General descriptive prefixes..."

Original Text: New Content

Updated Text: Added the following paragraph to the long list:

Study Tips: Practice makes perfect in anything new that you are learning. Put various prefixes, suffixes, and combining forms together to make new words. Guess the meaning based on the word parts and look them up in a medical or dental dictionary to see if you were correct. Try pronouncing them as you go. The more you do this, the easier the language will be!

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1B, Unit 4, Lesson 5, "Tools and Tests of the Trade", "Treatments and Procedures", "Case Study"click left arrow to open dropdown box for more information

Original Text: New Content

Updated Text: How Are All of the Pieces Put Together?

We now know how all of the building blocks (cells, tissues, organs, and systems) are put together, but how do we talk about the body as a whole? We'll use a standard body position to relate to everything else we may discuss. This position is called anatomic position. Imagine a person standing with their arms at their sides, palms up toward the front of the body, legs and feet forward, looking straight ahead. Now we can identify various directions, body planes, and body regions.

**Component: *Medical Terminology 1a/1b***

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1B, Unit 4, Activity 2

Original Text: New Content

Updated Text: Activity 2

Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox.

The activity is worth 15 points.

How Do You Interpret Medical Notes?

Required Materials

- Word processing software
- Video recording device

Imagine you have been given a nurse's notes about a patient. In this activity, you will use your knowledge of medical terminology to read and interpret these notes.

Step 1: Read the Nurse's Notes

Current Complaint: A 67-year-old male, Jackson, arrived at the doctor's office complaining of SOB, tachypnea, and some hemoptysis. His symptoms have been going on for one week.

History: Patient has COPD and frequent URI. Most recent TB test was negative.

Symptoms: Temperature is 102°, R are 25 per minute, BP is 145/90, heart rate is 75 beats per minute. Patient has a persistent cough during examination. O2 levels obtained with an oximeter show 92%.

Tests Ordered: ABGs, CXR, PFT, CT

Diagnosis: After tests were performed, ABGs show low O2 level and increased CO2 level. CXR shows atelectasis in the LUL. PFT confirms COPD. CT demonstrates possible pulmonary embolism.

Treatment Plan: Recommend pulmonary angiography to rule out pulmonary embolism. Continue treatment for COPD, specifically emphysema. Refer patient to ENT for further evaluation.

Step 2: Interpret the Notes

Describe observations the nurse made using medical terminology, for example, the patient's appearance (sweating, bluish skin, etc.). Translate the nurse's notes into layperson's terms to explain to a family member. Write your translation in the same form as the original notes but identify abbreviations by the name and define medical terms.

Step 3: Make a Video

Make a video of yourself relaying the information to the patient's family in layperson's terms. The video should also clearly display professionalism, by speaking in a clear and respectful manner.

Submit your written description and your video.

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# Publisher: Goodheart-Wilcox Publisher

## Medical Terminology

### Program: *Introduction to Medical Terminology - Online Learning Suite: TEKS*

Component: *Introduction to Medical Terminology - Online Learning Suite*

ISBN: 9798889993766

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Classification and Description of Diseases and Conditions, 3rd paragraph

Original Text: Diseases and conditions are classified and described according to their etiological (ee-tee-uh-LAH-jih-kuhl) characteristics. These medical terms of classification aid healthcare professionals and medical specialists in assessing and treating patients. Such terms will appear in medical scenarios and records throughout the text. Understanding these medical terms helps healthcare workers interpret medical scenarios and records correctly.

Updated Text: Diseases and conditions are classified and described according to their etiological (ee-tee-uh-LAH-jih-kuhl) characteristics. These medical terms of classification aid healthcare professionals and medical specialists in assessing and treating patients. Such terms will appear in medical scenarios and records throughout the text. Understanding these medical terms helps healthcare workers interpret medical scenarios and records correctly. Using these terms, you can summarize observations using medical terminology.

Component: *Introduction to Medical Terminology - Online Learning Suite*

ISBN: 9798889993766

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 256

Location: Signs and Symptoms, 1st paragraph

Original Text: A number of signs and symptoms can indicate abnormal functioning of the digestive system. Healthcare professionals use the terms in this section to describe physical signs and symptoms associated with digestive system diseases and conditions.

Updated Text: A number of signs and symptoms can indicate abnormal functioning of the digestive system. Healthcare professionals use the terms in this section to describe physical signs and symptoms associated with digestive system diseases and conditions. You can use these terms to summarize observations using medical terminology.

# Publisher: CEV Multimedia

## Pathophysiology

### Program: *iCEV Pathophysiology (Individual Course): TEKS*

Component: *iCEV Pathophysiology (Individual Course)*

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Designing Solutions, which is located on page 4 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *ICEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *ICEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods, which is located on page 5 of the linked packet.

**Component: *ICEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: New content was created to satisfy this student expectation breakout.

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Original Text: New Content

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**Component: *ICEV Pathophysiology (Individual Course)***

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**Component: *iCEV Pathophysiology (Individual Course)***

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**Component: *iCEV Pathophysiology (Individual Course)***

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Location: Activity-Descriptive Statistics Analysis. This Activity is found in the Analyzing Data: Pathophysiology lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: Activity-Inferential Statistics Analysis. This Activity is found in the Analyzing Data: Pathophysiology lesson.

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Original Text: New Content

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 12-13 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

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Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Models Explanation Infographic, which is located on page 14 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

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Updated Text: The new/updated text can be viewed in the Student Handout-Communication Strategies, which is located on pages 12-13 of the linked packet.

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Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions, which is located on pages 15-16 of the linked packet.

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Location: Activity-Metabolic and Genetic Disorders and Diseases. This Activity is found in the Mechanisms of Pathology lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Metabolic and Genetic Disorders and Diseases, which is located on pages 17-19 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

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Location: Activity-Metabolic and Genetic Disorders and Diseases. This Activity is found in the Mechanisms of Pathology lesson.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Effects of Neoplasms, which is located on pages 20-21 of the linked packet.

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Original Text: New Content

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**Component: *iCEV Pathophysiology (Individual Course)***

ISBN: 9798888640173

Location: Activity-Neoplasms Observations. This Activity is found in the Mechanisms of Pathology lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Neoplasms Observations, which is located on pages 22-23 of the linked packet.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Effects of Neoplasms, which is located on pages 20-21 of the linked packet.

**Component: *iCEV Pathophysiology (Individual Course)***

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Location: Activity-Metabolic and Genetic Disorders and Diseases. This Activity is found in the Mechanisms of Pathology lesson.

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

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**Component: *iCEV Pathophysiology (Individual Course)***

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Location: Activity-Metabolic and Genetic Disorders and Diseases. This Activity is found in the Mechanisms of Pathology lesson.

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Original Text: New Content

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Location: Activity-Neoplasms Observations. This Activity is found in the Mechanisms of Pathology lesson.

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Original Text: New Content

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Updated Text: The new/updated text can be viewed in the Activity-Neoplasms Observations, which is located on pages 22-23 of the linked packet.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Treatment Mechanisms, which is located on pages 24-25 of the linked packet.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Antibiotic Resistant Diseases, which is located on pages 26-27 of the linked packet.

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# Publisher: eDynamic Holdings LP

## Pathophysiology

### Program: *Pathophysiology 1a/1b: TEKS*

Component: *Pathophysiology 1a/1b*

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 5, Activity 2

Original Text: New Content

Updated Text: How Do I Test My Hypothesis?

Required Materials

- Scientific notebook
- Various household items
- Word processing software (optional)

Remember this illustration?

It's time to put all your planning to use and test your hypothesis! In this activity, you will:

1. Collect qualitative and quantitative data.
2. Analyze qualitative and quantitative data using the parameters established in Unit 4 and Step 1, of Activity 1.
3. Determine the need for future testing.

Step 1: Perform Your Investigation

By this stage, you've made initial observations, developed a hypothesis, and designed a study to investigate your hypothesis. Before you begin:

1. Review your safety notes (scenario description, relevant safety precautions and how you will implement them, your comparison of safety in the lab vs. field work)
2. Review the data you planned to collect in your investigation.
3. Gather any supplies, tools, and equipment needed to perform your investigation.
4. Initiate the schedule you will use to collect data.
5. Record in your scientific notebook the time, place, duration, and current conditions.
6. Begin your investigation!

Step 2: Collect Your Data

Now that you are ready, collect your data. This will include quantitative data and qualitative data.

Remember, quantitative data has to do with numerical values. When you collect your data, record it in both SI and United States customary measuring units. For example, if you were investigating the length of a hair sample, you would collect measurements both in inches and in centimeters.

On the other hand, qualitative data has to do with the observations you make. What is the color of the sample? Describe its attributes.

Step 3: Analyze Your Data

Depending on the size and scope of your research, you may be able to analyze your data after conducting your study. If your investigative question is more complex, you may need to collect data across multiple observations before moving to the analysis phase. Be sure to record all observations in your scientific notebook.

Once you've collected enough data, analyze it. Consider the following, and record in scientific notebook.

1. What type of data did you collect?
2. What statistical concepts are relevant to your analysis? For example, is the size of your sample relevant?
3. Can you identify any patterns?
4. Can you identify any sources of error?

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5. Have you identified any limitations to the design of your investigation?
6. Finally, does your data support your hypothesis?
  - o If the answer is yes, congratulations!
  - o If the answer is no, do you retest, or design a new study?

Step 4: Determine How to Display Data

After you've considered the answers to these questions, give some thought to the best ways to depict or display the data you have gathered. In your scientific notebook, write responses to these questions:

1. What is the best way to display your data?
2. Will you use figures, tables, graphs, graphic organizers, or other visual displays?
3. Which type of display is the most appropriate for showing the relationship between the data and the hypothesis?
4. What aspects of the data will be potentially easy or difficult to explain?
5. How can you best present this information to a general audience?

You'll be using this to create a presentation in the next unit, but it's best to record information when it's fresh! Now you can return to your findings anytime for further analysis.

**Component: Pathophysiology 1a/1b**

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 4, Lesson 4, Spatial Dimensions section including image displaying length, height and width of a box

Original Text: New Content

Updated Text: The Graphic Organizer

Creating your materials may be made easier by using a graphic organizer, sometimes called a concept map. Graphic organizers are visual tools that help organize ideas. They take many forms, but may include:

- Using a central idea and connecting other data or talking points to this idea
- Constructing a flow or an order of how ideas are best presented
- Determining the similarities and differences of multiple ideas

Important information provided in an impactful manner facilitates understanding and aligns talking points so all participants can be on the same level.

It is easier to help others make a connection with a topic once you firmly understand the topic yourself. For example, you may want to talk about how diabetics may have symptoms like pain or numbness, which can get worse over time. You might also want to explain the importance of blood glucose levels and how normal fasting levels are 60 – 100mg/dL.

Organizing your thoughts and finding the right approach to present the data will allow you to better explain it to others.

**Component: Pathophysiology 1a/1b**

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Location: Pathophysiology 1a, Unit 4, Lesson 4, Measuring Temperature and Time section including instrument information tabs labeled: Celsius Thermometer, Hot Plate and Digital Thermometer and Let's Investigate call-out box

Original Text: New Content

Updated Text: Peer-Reviewed Medical Journals

You already are familiar with scientific journals. There are variants of these publications called peer-reviewed medical journals. For an article to be published in one of these journals, it must first go through a review process. This process includes:

1. Experts in the field review the submission.
2. The experts give their recommendations as to its suitability for publication.
3. The journal's editors make their decision if the submission will be published.

This is a slightly different process than non-peer-reviewed journals, where the editors may not consult with experts in the field. If the experts do not believe the article is appropriate for publication, they also are to provide constructive feedback to the author. Such feedback may include commentary on both the quantitative and qualitative data.

The rigors of peer review ensure the information provided is supported, reliable, and replicable but is not generally a quick process, as scientists intricately pick through the data.

Make the Connection!

Think about the hypothesis you are developing. After seeing what is involved in putting together a study, how would you design a study on your chosen topic?

If Dr. Lim's submission was rejected from publishing, it could be for several reasons. For example, if the size of the subject groups were not large enough, then her quantitative data may be skewed. If the study also included tracking of qualitative data, such as patient symptoms, this would need to be documented in a method approved by the experts in the field.

Having information to share with others is exciting. Then you need to figure out the best way to communicate it. Science is driven by data. The magic happens when you can combine the data with the story about it, like Henry and his lab results.

### **Component: Pathophysiology 1a/1b**

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Link to Current Content:

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Location: Pathophysiology 1a, Unit 5, Lesson 1

Original Text: New Content

Updated Text: Documentation

You follow Dr. Lim out into the hallway and to the nurse's station. Here she uses a computer program called an electronic health record (EHR). An EHR is a program that documents all the medical information about a patient. In addition, to the information about Henry's chief complaint, she is also about to enter the findings from the physical examination.

The EHR compiles medical data for each patient that follows them through the healthcare system for life, a live document that is constantly built upon and refined to provide up-to-date information to providers. Photo by Oguntoye Patients EMR, public domain.

Whenever you are entering and summarizing quantitative and qualitative data and information into a patient's medical chart, it is important to remember that someone else may be reading it. While it might be tempting to use your own type of shorthand and abbreviations, it is best practice to instead use the Six Cs of Charting.

Clarity

Moving your thoughts from your brain into someone else's brain takes a lot of practice. The ability to do this effectively determines your ability as a communicator. When entering or writing down medical information, it is best to use proper healthcare terminology whenever possible. For example, Dr. Lim is writing "bilateral plantar surfaces" instead of saying the "bottom of both feet." The bottom of the foot is not precise enough and may be misunderstood; while the "plantar surface" is the healthcare terminology that specifies the part of the foot that faces the ground.

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### Concise

Good documentation should use appropriate abbreviations and be free of excess words. Dr. Lim demonstrates this by writing “CC: bilateral plantar surface 2/10 pain of 3-month onset and paresthesia of 1 week onset.” Compared to how Henry described it, this sentence contains the same amount of information, but it is much shorter.

### Chronological

Are you wearing a chronometer, aka a watch? Chrono means time and listing events chronologically means listing them in the order they happened in time. Since the pain has been going on longer, it is mentioned first in the document. This is followed by the paresthesia or numbness, which has only been around for a week.

### Complete

All patient information is included in the note. For example, the document would include that Henry has 2/10 pain and numbness but would also include responses to questions about symptoms he doesn’t have. During the exam, Henry told Dr. Lim that he had not been in any accidents or experienced any trauma to the feet. Dr. Lim includes the line, “patient denies any history of trauma or accidents to the area of CC.” In short, completeness includes both what is there and what is not there.

### Client’s Words

Sometimes the patient describes their experiences in a unique way. These descriptions are sometimes very descriptive and are included in the document. Henry said that it felt like he was “wearing thick socks all of the time.” Describing this sensation using healthcare terminology might not convey the same meaning so succinctly; Dr. Lim puts this statement in quotes to tell the reader that this was said by the patient verbatim.

### Correct

In the hunt to understand phenomena, accurate information is essential. Since care is contingent on the medical data, the patient’s medical document needs to be correct. Whether the documentation system is paper or computer-based, any errors in the medical record must be corrected. Lastly, information that is suspected but not confirmed needs to be designated as such. For example, Dr. Lim assigned a differential diagnosis not a diagnosis because she did not have enough to confirm her hypothesis yet.

Keeping documents orderly and accurate allows for members of the interdisciplinary healthcare team to collaborate on a patient’s case with the goal of the patient’s recovery. In this case, Dr. Lim’s documentation on Henry will potentially be seen by the medical lab personnel and perhaps another physician. The medical lab will be adding their lab reports to Henry’s medical document, which will then help Dr. Lim confirm a diagnosis. Just like cells working together, healthcare workers’ ability to work together helps maintain a person’s health! It all starts with proper communication.

Dr. Lim found out that Henry has had his blood drawn and the samples are being sent to the lab. While she would like the results as soon as possible, she is also considerate of the other physicians who require lab testing for their patients. It is better for the healthcare team at Dynamics Medical to only request labs are done STAT, or immediately, when they are emergencies. This might be a good chance to head up to the medical lab to observe the testing. Better get moving!

### Remember That Growth Chart?

Do you remember visiting your pediatrician when you were younger and they’d chart your height and weight? Perhaps they showed you a line plot to indicate how much you grew since the previous year and how you measure up to others your age?

Often, healthcare professionals will take the quantitative data collected for a patient and display the information in a chart to summarize data for patients – this is a quick and easy way to summarize information for patients.

### **Component: Pathophysiology 1a/1b**

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Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 8, Lesson 3

Original Text: New Content

## Updated Text: High-density Animal Farms

If one consumes meat or poultry in the United States, it most likely comes from a concentrated animal feeding operation (CAFO), or factory farm. Around 70 percent of cows and over 98 percent of pigs, eggs, turkeys, and chickens are grown on CAFOs. These animals live in extremely high-density areas having little room to move around. Sometimes animals are kept stationary in cages their entire lives. Having such high amounts of animals living in these CAFOs carries environmental and health risks, including zoonotic diseases, which are those that can move from animals to humans.

High-density animal farms create a unique opportunity for pathogens to manifest and mutate, creating new opportunities for disease transference.

Explore the accordion below to see how CAFOs can disrupt human health:

----EXISTING ACCORDION----

How Do We Know?

Zoonotic diseases may not be new, but humans understand of it is fairly new. It wasn't until 1973 that Dr. Jean-Jacques Muyembe was able to make a connection between a deadly new blood disease killing residents of Central Congo to an African fruit bat. The disease, Ebola, is transmitted by a virus that is comparatively large and snake like in shape. Although fruit bats can continue to live even as they host the virus, in humans it is fatal 81% of the time, with death coming quickly and brutally. Muyembe has continued to research the virus, especially after another outbreak in 1995, he hypothesized that treatment might be derived from the blood of those 19% who did survive an Ebola infection. Dr. Muyembe extracted antibodies from this blood and used it to treat new patients. The treatment worked in 7 out of 8 cases! This treatment is actually a forerunner to the antibody medication that is used today to treat COVID-19.

Ebola was just the first and as we've learned, zoonotic diseases have appeared in other places, especially among food supplies, like chicken farms. In the early 2000s, avian flu began to spread worldwide and contaminate poultry sold in markets. The avian flu led to sickness among thousands and farmers slaughtered millions of fowl in an effort to stamp out the spread. Of course, this cost farmers millions in potential profit. This huge outbreak caught the attention of a scientist named Dennis Carroll, an infectious disease specialist who worked at the U.S. Agency for International Development (USAID). Carroll felt that even though efforts to contain the spread of this zoonotic disease were good, they could be better. He believed that one important resource in the fight was untapped: veterinarians. Carroll teamed up with animal health experts to educate farmers on how to reduce exposures and risks as they tended to their flocks. If farmers could limit the exposure or carefully monitor the conditions and health of their chickens, the time spent would pay off in the end because they would be healthier and pose less risk to the public.

Carroll believed that stopping the spread of zoonotic diseases at the source was the key. He formed a coalition called Predict, which has worked in the years since to collect samples from more than 164,000 animals and people. Over the course of 10 years, Predict researchers were able to identify 919 new viruses, including a previously unknown coronavirus that they found in bats. Predict's research and discoveries were the starting point that scientists used when the outbreak of COVID-19 hit. Their discoveries allowed scientists to more quickly identify the new virus and track down where it might have spread from. This contributed to the quick development of vaccinations that would allow worldwide society to get back up and running in less than two years' time.

Understanding the source and spread of infectious diseases is essential for preventing and controlling them. Ensuring the safety and health of the public involves recognition of the problems and initiation of interventions. In this next section, we will explore these efforts.

### **Component: *Pathophysiology 1a/1b***

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Location: Pathophysiology 1a, Unit 4 Lesson 5

Original Text: New Content

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Updated Text: Computer Models and Calculations

Sensor data requires processing, and observations need documentation before you can reach any investigative conclusions. In other words, the answer to whether the results from an experiment are relevant relies on data that is accurately stored and interpreted.

Capturing, displaying, and organizing data reveal hidden categorizations and patterns that come alive with the power of computer processing.

Computers can provide assistance in a few ways here:

- Calculators – simple computers that assist with mathematical calculations
- Spreadsheet software – allow for organization and calculation of data
- Analytic software – programable software for automated complex calculations
- Computer modeling – data-guided simulated environments to predict outcomes

Computers are tools that support scientists in handling the information overload that sometimes results from a large scientific study.

Make the Connection!

Computers are great tools that can help handle a lot of the intellectual work that is part of science. However, it is also important for you as a scientist to monitor your own emotional state. As you know, science needs to remain objective for it to be valid. Unbalanced emotion can lead to biased judgments. Also, good science often takes a long time. A good scientist knows how to manage stress, avoid taking shortcuts, and maintain focus on the work. What are ways you can manage your emotional state? Do you have techniques that would help you be a level-headed and unbiased scientist?

Engineers- Contributing to Science

We've considered three tools that are used in scientific study today. Let's take a moment to think about where these tools came from, and how the engineers who created them have impacted society.

Gel electrophoresis had been used by a few scientists in the late 20th century but it was Arne Tiselius, a Swedish biochemist and engineer, who created an apparatus using zinc electrodes in two chambers filled with zinc sulfate, linked by a quartz U tube, to separate molecules. This was in the 1940s. In 1955 another engineer, Oliver Smithies, introduced a starch gel that could be used as electrophoretic substrate to efficiently separate proteins. The inventions of these engineers contributed to new sciences such as DNA sequencing, now used by medical professionals all over the world to identify health risks, diagnose genetic diseases, and target cancer treatments.

Leland Clark, Jr was an engineer who invented the first biosensor in 1956. His sensor was used for detecting oxygen. In fact, the Clark electrode, that monitors oxygen bears his name. Francis Ligler, who is the current Eppright Chair in Biomedical Engineering at Texas A&M University, was instrumental in producing portable optical sensors that can be used in food production plants and on pollutant cleanup sites.

Computer modeling was of interest to mathematicians and engineers as computer science expanded throughout the 20th century. In 1961 Geoffrey Gordon created the Gordon Simulator as part of his work at IBM. This simulator was used first to predict weather for the Federal Aviation Administration but the science behind it promised use for all sorts of other purposes.

Are there more engineers who have contributed to the science found in the lab today? Of course! You might take a few moments to do some research and see who else you can find.

Ultimately, the tool is only as good as the person that wields it. Safety and effectiveness begin with the choices you make in a scientific laboratory. As you walk with Claire back to the front door of the lab, think back on the day's tour. What knowledge will you take forward in your science career? How may you use what you learned in your day-to-day life?

**Component: Pathophysiology 1a/1b**

ISBN: 9781959433521

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Location: Pathophysiology 1a, Unit 8 Lesson 1

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Original Text: New Content

Updated Text: The Spread of Infection

When infection rates rise, the medical community attempts to understand how the pathogen is spreading. In general, there are two locations for the spread of infections:

- Hospital-acquired Infection (HAI): also called nosocomial infection, an infection that is contracted from interactions with the healthcare system
- Community-acquired Infection: an infection that is contracted from outside the healthcare system

Hospital-acquired

Where are the sick people? At the hospital! Health care is administered at many locations including hospitals, urgent care centers, and nursing homes. Treatment of infections may take place at these locations; however, some patients are there for non-infection purposes. Take, for example, a patient going to the hospital with a broken wrist but who is otherwise healthy. Through the course of examination and treatment, the patient has exposure to a pathogen. The patient then leaves with an infection. It was the interaction with the hospital that was the source of the infection.

Community-acquired Infection

Staying out of healthcare facilities does not grant exemption from infection. As you know, there are many other locations where a person may become sick. Infections often spread out in the community in locations where a lot of people are close together, such as schools, dormitories, and offices. For example, a child goes to school and comes home with a cold. The source of the cold was the school community.

Being able to identify the difference between an HAI and a community-acquired infection is important to guide the proper response. As you can see the impact of a nosocomial (or HAI) is limited to that individual, unless the infection is spread to the community. At that point, the infection may be spread to others, making it a community acquired infection. The impact of a community-acquired infection is vastly different since it could impact the entire population! In the coming lessons, you will investigate the different tools used in each setting to prevent and control the infective spread.

## Publisher: eDynamic Holdings LP

### Pharmacology

Program: *Pharmacology 1a/1b: TEKS*

Component: *Pharmacology 1a/1b*

ISBN: 9781959433538

Link to Current Content:

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Location: 1A, Unit 2, Lesson 4, Subheading: Formula Method, Paragraphs 1,2

Original Text: New Content

Updated Text: Dosage Calculation Method: Alligation

Similar to the ratio method, alligation is sometimes used. The alligation method is a way of calculating the proportions needed for two solutions to create a new solution that has the desired concentration. When would this be used? There are times in pharmacy that a certain solution is needed that doesn't exist. For example, the doctor may determine that a solution containing 8% hydrogen peroxide is needed in an oral rinse but manufacturers only create 4% and 10% solutions. Does this mean that the patient must settle for either less of the dose or more of the dose than called for? No. The pharmacist or healthcare professional will create a solution with the correct dose using the alligation method. They will calculate how much of each solution should be mixed to create a solution that has 8% hydrogen peroxide. Here is how it works:

We gather information to create our equation:

Higher concentration 10% w/v

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Lower concentration 4% w/v

At this point, we want to verify that the concentrations are in the same form and units. In this case, both are expressed as % w/v. If we had one solution that was expressed as 2:250mg, we would need to convert that to a percentage before moving on.

Since both of ours are % w/v, we express the equation as a ratio:

H:L  
10:4 % w/v  
OR  
10/4

**Component: *Pharmacology 1a/1b***

ISBN: 9781959433538

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Location: 1A, Unit 2, Activity 3: The Different Methods of Medication Calculation

Original Text: New Content

Updated Text: Let's get some practice calculating using alligation as well. Use this method to find the answers:

1. A prescription is received for Amoxicillin solution 45 mg/5 ml. The pharmacy only has 30 mg/2.5ml and 10 mg/5 ml. How can the correct dosage be created?

Answers should include:

Convert all to similar forms and units: 30mg/2.5ml becomes 60mg/5ml

H= 60mg

L= 10 mg

Total desired 45 mg

$60-10= 50$

$60-45=15$

Ratio is 50: 15 or 5:3.

Five parts 30mg/2.5ml to three parts 10mg/5ml

2. An ointment containing Triamcinolone 0.05% w/v is ordered. The pharmacy has ointment in 0.025% w/v and 0.075% w/v. How can the correct dosage be created?

Answers should include:

H= 0.075%

L=0.025%

Total desired: .05%

$0.5-.025= 0.25$

$0.075-0.5= 0.25$

Ratio is 1:1

One part 0.025% and one part 0.075%

## **Publisher: Goodheart-Wilcox Publisher**

### **Principles of Applied Engineering**

**Program: *Engineering Fundamentals: Design, Principles, and Careers: TEKS***

**Component: *Engineering Fundamentals Online Learning Suite***

ISBN: 9798889990710

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Current Page Number(s): 23

Location: Know and Understand #15

Original Text: Apply and Analyze

Updated Text: 15. Computer engineers will design future computers to be \_\_\_\_\_. A. faster B. more powerful C. more capable D. All of the above. Apply and Analyze

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Current Page Number(s): 23

Location: Apply and Analyze #6

Original Text: 5. How did the steam engine impact the Industrial Revolution?

Updated Text: 5. How did the steam engine impact the Industrial Revolution? 6. List reasons for technological advances made by computer, aerospace, mechanical, and environmental engineers. Connect the reasons with past improvements and potential future improvements.

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Current Page Number(s): 42

Location: Know and Understand #7

Original Text: A. economic B. positive C. negative D. societal

Updated Text: A. economic B. positive C. negative D. societal 7. Job creation is an example of a(n) \_\_\_\_\_ impact of engineering. A. environmental B. economic C. societal D. None of the above.

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Current Page Number(s): 42

Location: Know and Understand #8

Original Text: 7. The exclusive right given to an inventor that prohibits other people from producing their invention is known as a(n) \_\_\_\_\_ .

Updated Text: 8. True or False? Environmental impacts of engineering include air, water, soil pollution, and land use. 9. The exclusive right given to an inventor that prohibits other people from producing their invention is known as a(n) \_\_\_\_\_ .

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Current Page Number(s): 83

Location: Paragraph 1 and Figure 4-6

Original Text: be considered common or specific, depending on the design.

Updated Text: be considered common or specific, depending on the design. Additional types of constraints include health-related, social, political, legal, and regulatory constraints. The table in Figure 4-6 lists examples of these types of constraints along with some strategies engineers use to establish these constraints when planning a design.

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Current Page Number(s): 89

Location: Collaborating on Outcomes

Original Text: A brainstorming web links seemingly unrelated ideas together, helping to combine potential solutions into a single solution.

Updated Text: A brainstorming web links seemingly unrelated ideas together, helping to combine potential solutions into a single solution. Collaborating on Outcomes Even in these early stages of brainstorming, an engineer should be building on communication skills. It is important that every member of the group has a vote. A common type of communication tool is a decision matrix. In this type of matrix, each option is listed in the left column, while all team members are listed at the top. Each team member gets to choose a favorite, and if there are enough votes for one option, the decision is made. In the cases where everyone has a different option as a favorite, another tool may be used. This type of communication tool is a consensus resolution setback matrix. A consensus resolution allows for all team members to have a say in the choices that are made. Each potential choice may be weighted, and team members can prioritize their choices from most to least favorite.

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Current Page Number(s): 91

Location: Critical Thinking #4

Original Text: 3. Select an object in the classroom and identify the criteria and constraints the engineers needed to consider when designing the product.

Updated Text: 3. Select an object in the classroom and identify the criteria and constraints the engineers needed to consider when designing the product. 4. You are part of a team designing a new city park. The park will include a playground, picnic area, small lake, and parking lot. Working in small groups, create a list of potential design constraints including health-related, safety, social, environmental, ethical, political, regulatory, and legal constraints. Evaluate the potential constraints and establish a list of final project constraints. As a class, evaluate each group's constraints and establish a final list of design constraints.

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Current Page Number(s): 113

Location: Collaboration and Communication

Original Text: A refined sketch of a bicycle hub. The hub is a key component of a bicycle wheel.

Updated Text: A refined sketch of a bicycle hub. The hub is a key component of a bicycle wheel. Collaboration and Communication An important factor in selecting the best approach as you research is to ensure collaboration and communication with your engineering team. You can use different types of charts, polls, or matrices to allow team members to vote. A consensus resolution matrix is one such example. This type of matrix lists all the options on the left of the table. The team members are each listed at the top. If desired, weights can be applied at the bottom of the table for various stakeholders. This type of matrix not only allows team members to choose a favorite, but they can also give each possibility a ranking, so that everyone on the team knows the preferences from most to least favorite. This type of matrix may help resolve conflict if a consensus could not be reached prior. A consensus resolution matrix allows for transparency among the team members. This matrix can also be used or even presented when the project is presented to a larger team to give some context to decisions that were made.

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Current Page Number(s): 115

Location: Know and Understand #11

Original Text: 10. True or False? The design that is selected for development is final, meaning it needs no further design or analysis.

Updated Text: 10. True or False? The design that is selected for development is final, meaning it needs no further design or analysis. 11. True or False? A consensus resolution matrix allows team members to vote and rank their preferences.

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Current Page Number(s): 160

Location: Oral Presentation, Paragraph 4

Original Text: Also, it is a good idea to allow the audience members to ask questions about the presentation. Engineers should dress professionally when giving presentations.

Updated Text: Also, it is a good idea to allow the audience members to ask questions about the presentation. Engineers should dress professionally when giving presentations. If your team previously created a matrix to vote on specific options, you should keep it handy during the presentation in case the audience requests more context surrounding decisions that were made. This may be true of either decision matrices, to show there was consensus, or it may include a consensus setback resolution matrix. It is also helpful to have a blank matrix of both types of matrices available in case stakeholders in the audience do not agree with certain aspects of the design. A decision matrix will allow them to vote for

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their favorites. This may be enough, but if not, a consensus setback resolution matrix will help resolve conflict. It will allow stakeholder to rank each possibility and come to a decision that may also impact potential design improvements.

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Current Page Number(s): 162

Location: Apply and Analyze #7

Original Text: 6. Explain the difference between fit and function. What is an example?

Updated Text: 6. Explain the difference between fit and function. What is an example? 7. Explain the best time to use a decision matrix and when to use a consensus setback resolution matrix.

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Current Page Number(s): 162

Location: Critical Thinking #4

Original Text: 3. Select an object that you use on a daily basis. How could you improve the aesthetics of the object? Provide an engineering model to improve the aesthetic value of your modified object.

Updated Text: 3. Select an object that you use on a daily basis. How could you improve the aesthetics of the object? Provide an engineering model to improve the aesthetic value of your modified object. 4. Explain when you would use a consensus setback resolution matrix, and choose a topic to create an example of one.

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Current Page Number(s): 162

Location: Communicating about Engineering #4

Original Text: 3. Reading. CAD and CNC software can be used in the design process, but they can also be part of a career in automation engineering. Using the internet, research how skills with CAD and CNC software can be applied to the automation engineering field.

Updated Text: Reading. CAD and CNC software can be used in the design process, but they can also be part of a career in automation engineering. Using the internet, research how skills with CAD and CNC software can be applied to the automation engineering field. 4. Speaking. In groups, think about a product idea, create a prototype, and perform safety tests with your final design. Then present to the rest of the class, explaining your process, safety tests used, and findings with the class.

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Current Page Number(s): 263

Location: Communicating about Engineering #3

Original Text: 2. Speaking. Pick a figure in this chapter, such as Figure 10-19 or Figure 10-20. Working with a partner, tell and then retell the important information being conveyed by that figure. Through your collaboration, develop what you and your partner believe is the most interesting verbal description of the importance of the chosen figure. Present your narration to the class.

Updated Text: 2. Speaking. Pick a figure in this chapter, such as Figure 10-19 or Figure 10-20. Working with a partner, tell and then retell the important information being conveyed by that figure. Through your collaboration, develop what you and your partner believe is the most interesting verbal description of the importance of the chosen figure. Present your narration to the class. 3. Speaking. In groups, think of a product/company you use, and research their manufacturing process. Is the process environmentally conscious? What kind of waste is produced? How might the process be made more environmentally conscious?

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Current Page Number(s): 426

Location: Know and Understand #20, 21

Original Text: 3. Reading. Several facilities using process control systems were presented earlier in this chapter. Identify an additional field related to process control systems. Describe how the process control system is used in that field.

Updated Text: 3. Reading. Several facilities using process control systems were presented earlier in this chapter. Identify an additional field related to process control systems. Describe how the process control system is used in that field. 4. Reading. Research state safety regulations. Describe how and why the state safety regulations may differ from federal regulations.

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Current Page Number(s): 481

Location: Communicating about Engineering #3

Original Text: Report your findings to the class, giving reasons why you would or would not want to pursue a career similar to that of the person you interviewed.

Updated Text: Report your findings to the class, giving reasons why you would or would not want to pursue a career similar to that of the person you interviewed. 3. Reading. Research recent situations where neglect or improper maintenance resulted in contamination or other dangerous outcomes. What caused the outcome? What safety precautions have been put into place to prevent future issues? Were any forms of bioremediation were used to contain or clean the situations?

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# Publisher: CEV Multimedia

## Principles of Education and Training

### Program: *ICEV Principles of Education & Training (Individual Course): TEKS*

#### Component: *ICEV Principles of Education & Training (Individual Course)*

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Updated Text: The new/updated text can be viewed in the Student Handout-Problem-Solving Techniques, which is located on pages 4-5 of the linked packet.

**Component: *ICEV Principles of Education & Training (Individual Course)***

ISBN: 9798888640197

Location: Activity-Applying Workplace Behaviors and Skills. This Activity is found in the Employability Skills in Education lesson.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Applying Workplace Behaviors and Skills, which is located on pages 6-7 of the linked packet.

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Location: Activity-Applying Workplace Behaviors and Skills. This Activity is found in the Employability Skills in Education lesson.

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Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Applying Workplace Behaviors and Skills, which is located on pages 6-7 of the linked packet.

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