Update to Content Not Reviewed by SRP

Request to Update Content Not Reviewed and Approved by the State Review Panel

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2024
Publisher: Studies Weekly, Inc.
Subject Area/Course: Science, 1st Grade

Adopted Program Information

Title: Texas Science Studies Weekly: 1st Grade
ISBN: 9781649783776-MP1

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title: N/A
Identical Program ISBN: N/A

Adopted Component Information

Title: Texas Science Studies Weekly: 1st Grade Student Edition with Online Access
ISBN: 9781649783776-SE1

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title: N/A
Identical Program ISBN: N/A

Publisher's overall rationale for this update

There's only one item identified below.

Publisher's overall description of the change

There's only one item identified below.

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: online.studiesweekly.com/login
Currently Adopted Content Username: TXSNadoption
Currently Adopted Content Password: Demo2023

Proposed Updated Content URL: Direct links to the resources are provided below.
Proposed Updated Content Username: none required
Proposed Updated Content Password: none required

Update to Content Not Reviewed by SRP

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request form for **each component**, not each change. (Note: Repeat this section as often as needed by copying and pasting the entire area from the divided line above the **Description of the specific location and hyperlinking to the exact location of the currently adopted content** to the dividing line below the *Screenshot of Proposed New Content*.)

Description of the specific location and hyperlink to the exact location of the currently adopted content.

This resource can be found online in Unit 1, Week 2, Activity 3, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/units/1973/week/17354/articles/96111

Description of the specific location and hyperlink to the exact location of the proposed updated content.

Same as above

Publisher's rationale for this change if different from overall rationale.

Replacing an image with a better one

Publisher's description of this change if different from overall description.

The replacement spiderweb image is free from extraneous information.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

X Clayton Chamberlain

Date Submitted: March 11, 2024

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Identical Program Title: N/A
Identical Program ISBN: N/A

Adopted Component Information

Title: Texas Science Studies Weekly: 1st Grade Teacher Edition
ISBN: 9781649783769-TE1

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title: N/A
Identical Program ISBN: N/A

Publisher's overall rationale for this update

The rationale for the updates fall into three categories, new materials to improve the curriculum, corrections to materials that are not TEKS-bearing, and the addition of missing materials referenced in the curriculum that are not TEKS-bearing.

Publisher's overall description of the change

The items that are included in this request for update to content not reviewed by the SRP include:

1. New materials
    a. Topic Information Background Podcasts transcript PDF
    b. Summary Videos
    c. Printable materials
2. Corrections to materials
    a. Updated Teacher Editions
    b. Various activity instruction pages
3. Addition of missing materials

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Currently Adopted Content Password: Demo2023

Proposed Updated Content URL: Direct links to the resources are provided below.
Proposed Updated Content Username: none required
Proposed Updated Content Password: only required for assessment documents, SWteacher!

Update to Content Not Reviewed by SRP

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Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in the Teacher Resources of each unit except Unit 1.

2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1975
3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1972
4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1976
5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1971
6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1974
7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1983
8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1985
9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1979
10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1977
11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1981
12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1984
13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1980
14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1978
15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1988
16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1982
17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1989

18:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1986
19:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1987

Publisher's rationale for this change if different from overall rationale.

Providing a Topic Background Information Podcast transcript will improve teacher access.

Publisher's description of this change if different from overall description.

The Topic Background Information Podcast provides teachers with background information about the science concepts covered in the unit. A PDF document of the podcast improves access.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

Unit 2:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Let's Bounce!

Welcome to the teacher background podcast for Unit 2! We will cover what students already know about physical properties preparatory to this unit. You'll also learn how this unit builds on the students' prior knowledge.

All around us are objects. There are many ways that objects vary. For instance, objects differ in the way they look and feel. Students enjoy studying the objects around them and that makes the topic of observable physical properties an exciting one.

In kindergarten, students learned that objects have observable physical properties. Physical properties can be seen and felt. Students were expected to identify and record the following physical properties: an object's shape, color, texture, and material. Common shapes included, but were not limited to circles, triangles, rectangles, and squares. It's important to remember that colors can have different shades but they're still in the same color group. For instance, a tennis ball might be a bright yellow while a lemon is a darker yellow. Lastly, an object's texture is how the object feels when you touch it. Common textures are bumpy, smooth, soft, and hard.

In first grade, the standard expands. In this unit, students classify objects using the object's attributes, too. An attribute is a quality or characteristic of the object. Comparisons like "larger or smaller" and "heavier or lighter" are great ways to describe an object's physical properties. When an object is larger, it's greater in size than something else. When an object is smaller, it's lesser in size than something else. For example, a door is larger than a pencil. When an object is heavier, it requires more effort to lift or move. When an object is lighter, it's easier to lift or move. For example, a tissue box is lighter than a stapler.

Let's practice identifying a variety of properties. A lime is an object with many observable physical properties. The lime is green in color and round in shape. The lime's texture is bumpy. The lime is smaller than an orange and heavier than a grape.

A common misconception among students is that an object can only have one physical property. For example, the first property they may see in a basketball is its color. They will classify the basketball as orange. Then, students assume that's the basketball's one major physical property. A takeaway from this unit is that there are many physical properties to consider when observing an object.

Unit 3:

Teacher Background Information Podcast

First Grade: Cameron's Car Conundrum

Welcome to the teacher background podcast for Unit 3! We'll cover what students already know about physical properties preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

All around us are objects. Objects can vary in how they look or feel. Students enjoy studying objects, which makes this topic — observable physical properties — an engaging one!

In kindergarten, students learned that objects have observable physical properties. Physical properties can be seen and felt. Students were expected to identify and record the following physical properties: an object's shape, color, texture, and material. Also, students generated ways to classify, or group, objects. For instance, they might have grouped together a pencil, lemon, and tennis ball because the three objects are yellow in color.

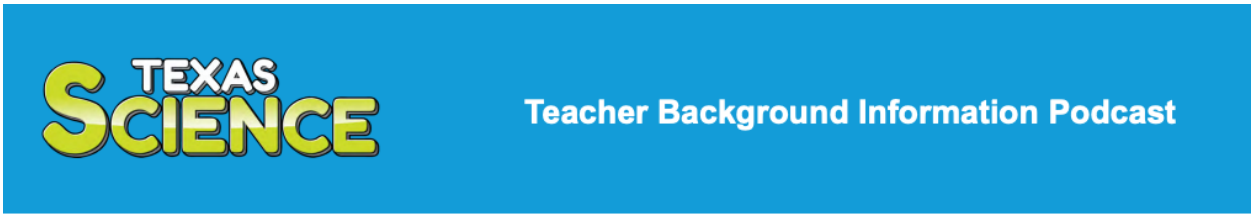
With these properties in mind, in first grade, students explain and predict changes in materials caused by heating and cooling. Different materials are used to make objects. Wax, wood, and water are examples of materials. Can you think of any other materials? Think about an object you use each day. Clay, paper, and glass are materials, too! There are many types of materials used in the objects around us.

Some materials can change through heating and cooling. In this unit, students explore these changes. Heating a material makes the material hotter. It raises the material's temperature. You can heat materials using items like an oven, microwave, or hot plate. If you put sugar in a pan and heat it, it changes. The material softens and melts.

Cooling a material makes the material colder. It lowers the temperature of the material. We usually use refrigerators or freezers to cool materials. What happens when you cool juice? If you lower its temperature enough, the juice freezes. The material has hardened. It's exciting to explore how different materials change if you heat or cool them.

A common misconception among students is that heating or cooling a material changes it into an entirely new material. However, it's still the same, despite the change in appearance. Let's use water and ice as an example of this misconception. Cooling water freezes it, and it turns into ice. However, ice is not a new material. Ice is still made of water.

Unit 4:



First Grade: Engineering Design: If Life Gives You Lemons

Welcome to the teacher background podcast for Unit 4! We will cover what students already know about physical properties preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Take a look around. What objects do you see? There are objects everywhere. They look and feel different. There are many ways that objects can vary. Students enjoy studying objects, which makes physical properties an exciting topic.

In kindergarten, students learned that objects have observable physical properties. Physical properties can be seen and felt. Students were expected to identify and record the following physical properties: an object's shape, color, texture, and material. Also, students generated ways to classify, or group, objects. For instance, they might group together a pillow, cotton ball, and sponge because the three objects have a soft texture.

In first grade, students learn that a whole object is a system made of organized parts. When parts work together, it's called a system. Sometimes, you can take a system apart without the parts changing. Then, you can put them back together to make another system.

Toys are a great example of systems. A block tower is a system made of blocks. When you put the blocks together, you can form a tower. The blocks are working together to make the tower.You can take the tower apart. The blocks don't change but they are no longer part of the tower system. You can put the blocks back together to make a house. Now, the blocks are part of a house system. The blocks are the same but the system changes.

Systems are all around us. A door, window, walls, and roof are parts. When these parts work together, they make a system. Can you guess what object this system is a part of? In this case, the object is a house! Can these components be used for something other than a house? Of course they can. They can be used to create a different system. The next time you use an everyday system, see if you can identify the various parts.

A common misconception among students is that a system has to be electronic. They are used to hearing phrases like "computer system" or "gaming system." However, a system doesn't need to be electronic. This unit clarifies this misconception because students explore the definition of a system and use examples they can build on their own.

Unit 5;

Teacher Background Information Podcast

First Grade: Engineering Design: Golf Course Engineers

Welcome to the teacher background podcast for Unit 5! We will be covering what students already know about pushes and pulls preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Pushes and pulls are forces. These forces are all around us! Pushes and pulls make things move. A push moves objects away from you, whereas a pull moves the object toward you. If you think about the various movements in your life, you'll notice pushes and pulls are responsible for them. You push a shopping cart, a door closed, and buttons on an elevator. You pull tissues out of a box or curtains closed. Students enjoy identifying examples of this topic from their daily lives!

In Kindergarten, students described and predicted how a magnet interacts with various materials, and how magnets can be used to push or pull. Many, but not all, metals are magnetic. Iron, nickel, and steel are examples of magnetic metals. A magnet can pull a magnetic material toward it without touching it. Sometimes, a magnet can pull another magnet toward it. Other times, the magnet can push the other magnet away from it.

In first grade, students learn that pushes and pulls affect an object's motion. Magnets are not used in this unit but it builds on the concepts learned in Kindergarten. Pushes and pulls can start or stop an object's motion. The strength of the push or pull changes the speed of the object's motion. What's more, the push or pull can change the direction of an object's motion. You'll notice numerous real-world examples of how pushes and pulls can affect many objects and their motion.

Soccer is a great example of how pushes and pulls can affect an object's motion. Imagine a soccer ball in the middle of a field. To start, the soccer ball is not moving. When you kick the ball, you're pushing it away from you. It's important to know that a kick is a push. The push causes the ball to start moving. But how do we get the soccer ball to stop moving? When someone passes you the soccer ball, you can pull it in with your feet. Your pull can stop the soccer ball's movement.

Now, we know how pushes and pulls can start and stop a soccer ball's motion, but how does it affect the speed or direction? A hard kick, which is a push, increases the speed of the soccer ball. A soft kick causes the soccer ball to move more slowly. In soccer, the soccer ball is constantly changing direction! The players use pushes and pulls to control the direction of the motion. For instance, if a soccer player kicks the ball at the goalie, the goalie can kick the ball away. First, the ball was moving toward the goalie, but now it's going away from the goalie.

A common misconception among students is that pushes and pulls can only start motion. It's hard for students to grasp that a push or pull is able to stop an object's motion. This unit clarifies the misconception because students study how pushes and pulls can stop motion, too.

Unit 6:

First Grade: A Day at the Fair

Welcome to the teacher background podcast for Unit 6! We will cover what students already know about energy preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

All around us are clues that energy is present. We can see and feel signs of energy. Humans use energy to light their homes so they can see. They use energy to warm their homes when it's cold. Energy is an integral part of humans' daily lives. This unit expands on student knowledge of energy and the evidence of it in our day-to-day experiences.

In first grade, students explore applications of heat in everyday life. Heat is a type of energy and it's crucial to humans' survival. People use heat daily for warmth, cooking, and comfort. The Sun and fire both provide heat but people most commonly use everyday appliances to harness heat in their lives. Stoves and clothes dryers are examples of items people use that require heat energy.

There are numerous, real-world examples of applications of heat. You're able to see and feel evidence that heat energy is present. For instance, an oven is an appliance that uses heat to bake food. If you're baking a batch of muffins, you'll see the muffins rise from the heat. When you take the muffins out of the oven, they'll be warm to the touch. Additional applications of heat include a clothes dryer and a hair dryer. People use heat to dry wet things quickly, which we rely on for comfort rather than survival.

Students will also describe how some changes caused by heat are reversible. Other changes caused by heat are not reversible. When a change is reversible, it means a changed object, substance, or material can go back to how it was before. Consider heating butter. Heat causes the butter to change — it melts! However, this is a reversible change. When the butter cools, it becomes solid again. Sometimes, heat causes changes that cannot be undone. For instance, when you cook an egg, the egg cannot go back to how it was prior to being heated.

A common misconception among students is that an object that keeps something warm is a source of heat. They may think a mitten is a source of heat because a mitten keeps your hands warm. However, mittens do not produce heat. They trap heat to keep things warm.

Another common misconception among students is that heat changes something permanently. When students think about changes in heat, they often think about cooking. A lot of these changes are permanent. However, a significant takeaway from this unit is that some changes are, in fact, reversible. A good way to clarify this misconception is by using the example of heating your house. When you use heat, your house becomes warm, but it doesn't permanently stay warm. This is a reversible change.

Unit: 7

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Spectacular Seasons

Welcome to the teacher background podcast for Unit 7! We will cover what students already know about Earth and space preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Space tends to have a certain air of mystery around it. Students can identify that we have large objects in our sky that are always moving and changing. We know these objects are the Sun and Moon. Students are eager to discover more about the Sun and the Moon, and their connections to Earth.

In kindergarten, students studied the patterns of day and night and their observable characteristics. Students described and illustrated the Sun, Moon, stars, and other objects in the sky like clouds. Day and night happen every day and follow the same pattern. The Sun and Moon rise in one part of the sky. Then, they move across the sky and set on the other side. This pattern repeats daily. Students identified characteristics of daytime. The Sun shines and it is light out. Often, people and animals are awake during the day. It's the time plants do most of their growing. You can easily see the clouds in the sky during the day. Similarly, Kindergarten students identified characteristics of nighttime. During the night, the sky is dark in appearance, and the Moon and stars are visible. Many people and animals sleep, although some nocturnal animals are awake.

In first grade, students describe and predict the patterns of seasons of the year. Patterns include the seasons' order of occurrence and the changes in nature that accompany the changes in seasons.

Many places on Earth have four seasons: winter, spring, summer, and fall. Each year, Earth experiences the same four seasons in the same order. This makes seasons a pattern.

Winter is the coldest season with the shortest number of daylight hours. Some areas experience snow and ice in the winter and trees lose their leaves. Some animals behave differently during the winter. They may sleep all winter, or leave their homes to find a warmer place to spend the days. The terms for these behaviors are "hibernation" and "migration." Please be mindful that these terms are not introduced until students are in third grade. In first grade, the focus is on how animals leaving and returning are a change in nature.

Spring follows winter. In spring, the temperature begins to warm. Trees grow leaves once again. Flowers bloom. Any animals that left their homes due to the cold weather return, and those that spent the winter sleeping wake. In spring, most animals reproduce, and babies are born. There are plenty of necessary resources available for plants and animals to survive.

Following spring is summer. Summer is the warmest season. The Sun is out for the longest amount of time, which means summer has the longest number of daylight hours. The vegetation is usually green, unless the area has high temperatures and low amounts of rainfall, in which case, it may turn brown. Animals are abundant in summer.

Fall follows summer. In fall, the temperature cools down once again. The leaves on trees turn vibrant colors, such as orange, yellow, and red. They fall off the trees. Animals prepare for the winter season by building warm homes and collecting food.

A common misconception among students is that the temperature and weather control the seasons. They may think the weather becomes snowy and the temperature becomes cold, which causes winter to occur. When the weather becomes dry and the temperature becomes hot, it causes summer. This unit clarifies this misconception because students learn seasons are a pattern and temperature is a characteristic of the season.

Unit 8:

First Grade: Secrets of the Soil

Welcome to the teacher background podcast for Unit 8! We will cover what students already know about the physical properties of Earth materials preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

In kindergarten, students described and classified rocks by observable physical properties. These were the rock's size, shape, color, and texture. A rock can have more than one observable physical property. For example, a student in kindergarten may study a rock and describe it as small, shaped like a triangle, brown, and smooth.

Rocks are an essential part of soil, which students explore in first grade. When you hear the word "soil," what comes to mind? Usually, we picture the soil used in gardens to grow plants. While that's a great example, soil is so much more than that. It provides a home for living organisms. It's filled with nutrients and holds water. What's more, soil exists all over Earth's surface, not just in gardens!

In this unit, students investigate different types of soils, such as topsoil, clay, and sand. They study the soil's properties, which include its particle size, shape, texture, and color.

Soil is composed of rock particles, water, air, and organic matter, which are the remains of dead plants and animals. While all soil has the same components, different types have variations in their components. Topsoil holds many nutrients and water, which makes it ideal for growing plants. Topsoil is often dark brown, smooth, and fluffy.

Sand has the largest particles so it does not hold water or nutrients very well. To help students understand this concept, explain that this is one reason you don't see a lot of vegetation in sandy environments, like the desert or beach. Sand's texture is gritty and rough, and its color is usually light brown.

Clay has the smallest particles, and it holds a lot of nutrients and water. It's sticky and thick, and its color can be orange and reddish.

When a first grade student documents the properties of soil, they may say the soil has tiny particles, is sticky, and is light orange. Any guesses on which soil they'd be describing? Clay!

A common misconception among students is that all soil is the topsoil we use in gardens. However, soil is the top layer of Earth's surface. It exists all around us. A significant takeaway from this unit is that there are many types of soil and they all vary.

Unit 9:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Where Did My Rocks and Soil Go?

Welcome to the teacher background podcast for Unit 9! We will cover what students already know about Earth materials preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

In kindergarten, students described and classified rocks by observable physical properties. These were the rock's size, shape, color, and texture. A rock can have more than one observable physical property. For example, a student in kindergarten may study a rock and describe it as small, shaped like a triangle, brown, and smooth.

Prior to this unit, students learned about the physical properties of both rock and soil particles. Soil is composed of rock particles, water, air, and organic matter, which is what remains of dead plants and animals. While all soil is made of the same components, types of soil still have variations. Their particle size, shape, texture, and color can all vary.

In first grade, students investigate and describe how water can move rock and soil particles from one place to another. There are many bodies of water on Earth's surface. These lakes, rivers, and oceans have currents, which are the continuous flow of water. When water flows, it carries rock and soil particles with it.

Picture a river that flows along Earth's surface. As it flows downstream, the river picks up various particles and moves them in its currents. Bodies of water can carry particles a short distance. Other times they can carry the particles a long distance.

Rain is another way that water moves particles from one place to another. Sometimes, there is a heavy and large amount of rainfall. As the rain moves across Earth's surface, it carries particles with it.

A common misconception among students is that water makes rock and soil particles disappear. Students don't realize that water is physically moving particles from one place to another. Instead, they think the water is breaking the particles down and making them disappear. A significant takeaway from this unit is that water is a common way that particles move from one location to another.

Unit 10:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Water, Water, Everywhere!

Welcome to the teacher background podcast for Unit 10! We will cover what students already know about observable physical properties preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

When students think of "water" they immediately think of the water people drink. But, water exists everywhere. It doesn't just come from a faucet. It doesn't always look like the water in our cups, sinks, or bathtubs! There are bodies of water all around Earth. They have many different characteristics, which makes them all unique. Students are captivated when learning about the properties of water.

In kindergarten, students explored the dependence of plants and animals on water. Plants gather water with their roots and use it to make their own food. Water carries nutrients from the plant's roots to the rest of the plant. The plant then uses these nutrients for healthy growth. Animals need water, too. They drink water, which helps them stay hydrated and healthy. Water also helps nutrients move throughout the animal's body. For some animals, water is important in another way. Animals, like fish, live in the water.

In first grade, students compare the properties of different bodies of water, such as puddles, ponds, streams, rivers, lakes, and oceans. The properties are the water's color, clarity, size, shape, and whether it is fresh water or salt water.

Water's color can vary. Often, color ranges from blue to blue-green and dark blue to light blue. If water is clean, it doesn't have a color. Water can take on the color of items below it or in it. That can cause water to look brown. The water's clarity is the measure of how clear the water is. It's how well you can see underwater. Some bodies of water have great clarity and you can see all the way to Earth's surface. Other times, the water has poor clarity, and you cannot see far below the water's surface.

Bodies of water vary in size. Puddles are the smallest body of water. Ponds are usually smaller than lakes and lakes are smaller than oceans. The shape of a body of water is unique. Some are surrounded by land, giving them an easy shape for students to identify. They can say the body of water looks round. Other times, bodies of water, specifically streams and rivers, have a wavy or curvy shape.

Lastly, water is classified as freshwater or saltwater. Salt can exist in all bodies of water, but is most common and abundant in oceans. When a body of water contains large amounts of salt, it is classified as saltwater. When a body of water contains minimal salt, it is considered freshwater.

As you can see, water is incredibly unique. The next time you see a body of water, try to identify some of its properties.

A common misconception among students is that all water is blue. However, water takes on the color of the items in it or below it. This unit will help clarify this misconception because students will study various bodies of water and record their color differences.

Unit 11:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: What's with the Weather?

Welcome to the teacher background podcast for Unit 11! We will cover what students already know about weather preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Weather is an engaging topic for students. The weather is what the air and sky are like outside at a given time. People, including kids, discuss the weather every day. Much of our lives revolve around the weather. On the playground, you'll hear students discuss if it's too hot, or too cold. This is a real-world example of children identifying the weather and studying it!

In kindergarten, students described weather changes. The weather can differ each day. One day, students may describe the weather as hot and sunny, and another day, they might describe the weather as rainy.

There are many types of weather. The weather can be hot, cold, sunny, cloudy, rainy, and snowy. Students described weather changes over seasons. The weather in the summer is hot and sunny, whereas the weather in the winter is cold and snowy.

In kindergarten, students identified evidence supporting the idea that air is all around us. They demonstrated that wind is moving air by using items such as a windsock, pinwheel, or ribbon.

In first grade, students describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy.

People use the terms hot and cold to describe the weather's temperature. When the weather is clear, there are minimal clouds and a lot of sunlight. When the weather is overcast, the sky is covered by clouds. Clouds can vary in appearance. Sometimes they're puffy and white, sometimes they're thin, and sometimes they're large and gray.

When the weather is windy, you can feel and hear the wind. You can see the wind moving clouds and trees. When the weather is calm, there is no wind. Rain and ice are types of precipitation. Rainy weather can vary. Raindrops can be light and small, or they can be heavy and large. Icy weather is usually cold and slippery ice covers the ground.

In first grade, students also explain the impact of weather on their daily choices. We use the weather to make essential choices, such as what to wear, what items to carry with us, and what activities can be done outside. For instance, if the weather is hot and clear, you can choose to wear shorts. You can choose to carry a water bottle and a hat with you. You can choose to play outside. Contrarily, if the weather is cold and rainy, what choices can you make? You can choose to wear rain boots and a rain jacket. You can choose to carry an umbrella with you when you need to go outside. Finally, you can choose to stay inside and play games.

A common misconception among students is that the weather can only be one thing – hot, cold, sunny, rainy, or snowy. However, weather can be a combination of things. The weather can be hot and sunny. It can be hot and rainy. It can be cold and sunny. There are many combinations of weather! This unit will clarify this misconception as students study and describe the various types of weather.

Unit 12:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Water, Soil, and Rocks, Oh My!

Welcome to the teacher background podcast for Unit 12! We will cover what students already know about using Earth materials preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Living organisms need things from nature, such as rocks, soil, and water, in order to survive. Rocks, soil, and water are called natural resources. Plants, animals, and humans are living things that use these natural resources every day. This topic, the use of Earth materials, is engaging for students. Students are eager to learn how resources around them are used not just by people, but plants and animals, too.

In kindergarten, students observed and generated examples of practical uses for rocks, soil, and water. Rocks are used for building structures, and for forming sidewalks and roads. Rocks are also commonly used in tools. Soil is used to grow plants, and it serves as a foundation for buildings. People use water throughout their day. They use water to drink, clean, and cook.

In first grade, the standard increases in complexity. Students identify and describe how plants, animals, and humans use rocks, soil, and water. Students already have an understanding of how humans use these three resources. This unit expands on the standard, and now they explore how other living things rely on resources, as well.

Rocks contain nutrients inside of them. When a rock breaks down over time, its nutrients are released into the soil. Plants use the nutrients from the rocks to help them grow. Soil is another necessary resource for plant growth. Soil contains nutrients from rocks, water, and air. A plant's roots collect the water and nutrients from the soil, and bring them into the plant. Additionally, soil serves as the location for plants to grow. Soil is important because it stabilizes and supports the plant. Animals and humans eat many of the plants that grow in soil. Therefore, rocks and soil are important to animals and humans, too. Water is a crucial resource that plants need to drink. Plants use their roots to gather the water needed to make their own food, stay hydrated, and grow.

Animals use rocks in several unique ways. Many times, they use rocks for shelter. Some may live between rocks, or use rocks to hide from predators. Certain animals hide under rocks to stay warm when the weather cools down. Some animals use rocks as a tool to get their food. For instance, sea otters use stones to break open shells. Believe it or not, some animals even eat rocks to aid in digestion!

Animals rely on soil as another natural resource. In addition to soil providing animals with their food source, soil can provide shelter to animals. There are many different animals that live in soil. They often burrow through it or create dens. This protects the animals from their predators.

Lastly, animals require water to drink. They need water to stay hydrated, break down food, and regulate their body temperature. Aquatic animals, such as fish, live in water, too.

A common misconception among students is that rocks are not important or helpful. Students are used to seeing rocks everywhere. People often remove rocks from their gardens and landscaping, making rocks seem unimportant. Students view rocks as something that simply exists, without understanding their purpose. This unit clarifies this misconception because students learn that rocks are composed of nutrients, and that many living things, including humans, rely on rocks.

Unit 13:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Water Watchers

Welcome to the teacher background podcast for Unit 13 ! We will cover what students already know about water preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

In kindergarten, students learned to appreciate the dependencies of plants and animals on natural resources. They identified how plants need air, sunlight, water, nutrients in soil, and space to grow. When plants have these resources, they're able to live, stay healthy, and make new plants. Similarly, kindergarteners identified how animals require air, water, food, space, and shelter. When animals have these resources, they're able to live and grow, remain healthy, and produce young. Water is an essential resource for both plants and animals, and in this unit, students learn to appreciate the value of conserving it.

In first grade, students explain why water conservation is important. Fresh, clean water is a limited resource. If not used responsibly, fresh water can temporarily run out. To conserve water means to use it carefully and protect it.

It's crucial people conserve water because humans, plants, and animals need it for survival. People require water to drink to stay healthy and hydrated. They use water in their homes to cook and clean. They need water to grow vegetation, which they use for food. Plants require water to stay hydrated, make their own food, and grow. Animals also require water to drink. Without water, it would be impossible for living things to survive.

There are other reasons people need to conserve water. It helps keep the environment healthy. If people use less water, then more water remains in its natural environment. The plants and animals in the environment rely on the water there to survive. Also, conserving water reduces the amount of energy people utilize to obtain and use water.

Students also describe ways to conserve water. Using less water is a great way to conserve it. You can turn off the faucet while brushing your teeth or take shorter showers. You can run the dishwasher when it's completely full of dirty dishes. You can drink all the water in your water bottle before getting a new one. You can wait for the rain to water your lawn instead of using the water from your hose. There are many ways to conserve water throughout your day.

Another way to conserve water is to protect it in nature. Humans can work hard to keep the water clean in its environment rather than polluting it. Trash often ends up in bodies of water. If enough trash pollutes a body of water, it can render the water unusable. Every person can do their part to conserve water by properly disposing of their trash.

A common misconception among students is that water can't run out. They see water all around them, whether through rain, bodies of water, or the faucets in their home. Students aren't aware that fresh water is limited. They're used to obtaining water in an instant by turning on the faucet at home, school, or other buildings.

Unit 14:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Basic Needs: Yours, Mine, and Ours

Welcome to the teacher background podcast for Unit 14! We will cover what students already know about living and nonliving things preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

There are a variety of environments all over Earth. An environment is where plants and animals live. Every environment has two types of things, both living and nonliving. Students enjoy learning about the importance of both types.

In kindergarten, students identified the dependence of plants on air, sunlight, nutrients in soil, and the space to live and grow. Plants need air and sunlight to make their own food, which is necessary for plant growth. They also use the nutrients they get from the soil to stay healthy. There's another key component for growth that is often overlooked. Plants need space to grow! If they grow too close together, there won't be enough nutrients for all of them. They may block the sunlight from one another. They need sufficient space to grow effectively.

In kindergarten, students also observed and identified the dependence of animals on air, water, food, space, and shelter. Animals require air to breathe and water to drink. Food provides animals with energy, and water provides animals with hydration. Animals are dependent on space to live. They need enough space to share the water and food in an area. If too many animals are in one space, there won't be enough resources to support them. Finally, a shelter protects the animal from danger. A shelter is a place for animals to live, stay safe, reproduce, and nurture their young.

In first grade, students distinguish between living and nonliving things and how they affect an organism's survival. Living things, like plants and animals, have needs. They need food and water, which are nutrients, to get their energy. They need air to breathe. Living things need shelter and space. What's more, living things also produce their own young. Animals birth babies or lay eggs, and plants make seeds. For example, a goldfish is a living thing. How do we know a goldfish is living? It needs food and water to survive. They produce eggs, which hatch into baby goldfish. Plants are also living things. How do we know plants are living? Plants need water and nutrients for survival. Plants also grow and produce new plants.

Nonliving things, on the other hand, do not have needs. Since they are not alive, they don't need food and water. They don't breathe, so they don't need air. Nonliving things don't need shelter or space either. Nonliving things do not produce their own young. Objects are nonliving things. Computers, pencils, and cars are nonliving things. They don't have basic needs or produce young. Nonliving things exist in nature, too! Rocks, air, sunlight, and water are all categorized as nonliving things.

A common misconception among students is that plants are nonliving things. Students think that living things need to breathe, eat, and move, just like people do. A significant takeaway from this unit is that plants are living things. Plants meet the three needs to be classified as living.

Unit 15:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Terrarium Treasures

Welcome to the teacher background podcast for Unit 15! We will cover what students already know about living and nonliving things preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

There are various types of environments all around Earth, and they all have something in common: environments contain both living and nonliving things. Students enjoy learning about how living things rely on nonliving things. The topic of dependence is quick to engage young learners.

In kindergarten, students identified the dependence of plants on air, sunlight, nutrients in soil, and the space to live and grow. Plants need air and sunlight to make their own food, which is necessary for them to grow. They also use the nutrients they get from the soil to grow. There's another key component for growth that is often overlooked– plants need space to grow! If plants are too close together, there won't be enough nutrients for all of them. They may also block the sunlight from one another.

In kindergarten, students also observed and identified the dependence of animals on air, water, food, space, and shelter. Animals require air to breathe and water to drink. Food provides animals with energy. They are dependent on space to live. They need enough space to share the water and food in an area. If too many animals are in one space, there won't be enough resources to support them. Finally, a shelter protects animals from danger. It's a place for them to live, stay safe, reproduce, and nurture their young.

In first grade, students describe and record interactions and dependence between living and nonliving components in terrariums and aquariums. A terrarium is a miniature, enclosed space used to grow small plants and keep small animals. An aquarium is similar but is used for aquatic life. Both terrariums and aquariums contain living and nonliving things. Living things include plants and animals. Nonliving things include sunlight, air, water, and rocks.

In this unit, students learn how living things depend on nonliving things in the aquariums and terrariums. For instance, in an aquarium, aquatic plants need sunlight, water, and air to grow. This is crucial for the fish living in the aquarium as well. The plants are a food source for the fish. Fish need water to live in and the air in the water to breathe.

Now, consider a terrarium. Can you think of any dependencies? They're similar to an aquarium. Plants on land require nonliving things, such as sunlight, water, and air to grow. The plants are a food source for the animals, meaning animals depend on plants. Additionally, animals are dependent on water to drink and air to breathe. Plants and animals depend on sunlight to warm their terrarium.

A common misconception among students is that aquatic plants in aquariums are not alive. Students are used to seeing the fake, decorative plants used in fish tanks. Students may have difficulty classifying plants as living, since they do not eat, breathe, and reproduce in the same manner as animals or people.

Unit 16:

First Grade: Eat or Be Eaten

Welcome to the teacher background podcast for Unit 16! We will cover what students already know about living organisms preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Plants and animals are living things that depend on one another for their survival. Students enjoy discovering the interdependence of various living organisms as they study food chains.

In kindergarten, students identified the dependence of plants on air, sunlight, nutrients in soil, and the space to live and grow. Plants need air and sunlight to make their own food, which is necessary for them to grow. They also use the nutrients they get from the soil to grow. There's another key component for growth that is often overlooked– plants need space to grow. If plants are too close together, there won't be enough nutrients for all of them. They may block the sunlight from one another.

In kindergarten, students also observed and identified the dependence of animals on air, water, food, space, and shelter. Animals require air to breathe and water to drink. Food provides animals with energy. They are dependent on space to live. They need enough space to share the water and food in an area. If too many animals are in one space, there won't be enough resources to support them. Finally, a shelter protects the animal from danger. It's a place for the animal to live, stay safe, reproduce, and nurture their young.

Students love learning about food chains! Food chains are all around us, which helps students make many real-world connections. In first grade, they identify how living organisms depend on each other through food chains. A food chain shows how living things get their food and energy from one another. A food chain starts with the Sun. Plants use the Sun to grow as sunlight is necessary for plants to make their own food. Next, certain animals eat the plants, showing which animals depend on which plants. Then, certain animals are dependent on other animals. A food chain shows which animals eat other animals.

Food chains exist all over Earth, in both water and on land. The following is an example of a food chain on land: plant, bug, frog, and hen. The plant uses the Sun to grow. The bug eats the plant, showing the bug is dependent on the plant. The frog eats the bug, showing the frog is dependent on the bug. Finally, the hen eats the frog, showing the hen depends on the frog for food.

Food chains exist in water, as well. What are the dependencies in this food chain: the Sun, seaweed, a fish, and a shark? The seaweed depends on the Sun to grow. The fish depends on seaweed as a food source. And, finally, the shark depends on the fish because sharks eat fish.

A common misconception among students is that the last animal in the food chain eats everything below it. Food chains are linked with arrows and are linear. Therefore, it looks like everything is eaten by the top animal. For example, using the food chain from earlier, a student may think that a snake will eat a mouse and grass instead of just the mouse.

Unit 17:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Engineering Design: Assist Your Animal

Welcome to the teacher background podcast for Unit 17! We will cover what students already know about structures preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Point to your nose. Now point to your ears. Now point to your mouth. You're pointing to things called structures! Plant and animal structures is a topic that students thoroughly enjoy! Plants and animals are unique and students love exploring the structures that help plants and animals survive.

In kindergarten, students identified the structures of plants. A plant's structures include its roots, stems, leaves, flowers, and fruits. The roots extend from the bottom of the plant into the ground. The stem is in the middle of the plant that supports the plant's leaves and flowers. A plant's leaves are attached to the stem. The flower usually extends from the top of the plant. The flower blooms and it contains pollen. The plant's fruit holds the seeds which eventually become new plants.

Also, in kindergarten, students identified the different structures of animals that allow them to interact with their environment. Animals have eyes that help them see their surroundings. They have ears that help them hear other animals, as well as any changes in the environment, like a storm. There are a variety of structures animals have to help them move. Some animals have legs, while other animals have wings, fins, flippers, tails, or arms. Animals have structures to help them grasp objects. Paws, claws, teeth, trunks, and beaks are structures that help animals grasp things and there are many more.

In first grade, students identify the external structures of different animals, and compare how those structures help the animal live, move, and meet their basic needs for survival.

Mouths are a structure that animals need to eat food and drink water. Mouths can vary from animal to animal. A bird has a beak and a dog has a snout. Both structures, while they look different, help the animal eat and drink.

Eyes and ears are other structures that differ among animals. Eyes help animals see. Some animals, like owls, have eyes that are ideal for seeing at nighttime.

Many animals have ears to help them interact with their surroundings. For instance, rabbits, which are commonly eaten, have long ears to help them hear nearby predators.

A nose is a structure that helps animals smell. An elephant has a sharp sense of smell and the structure it uses to smell is its trunk. Sharks have small nostrils on their snout which they use for their keen sense of smell. An elephant's trunk looks very different from a shark's nostrils!

Structures that allow an animal to move greatly differ. Most of the time, the structure they use for movement depends on the animal's environment. Animals that live in water tend to have flippers or fins to help them swim. Animals that fly, like birds and bats, have wings. Land animals often have legs and arms.

A common misconception among students is that some species, like birds and insects, do not have common structures simply because the structure looks different than those of typical animals. Students may think birds don't have mouths. They may think a mouth needs to have teeth because humans have teeth. However, birds do have mouths, they just look different than humans. This unit helps clarify this misconception because students study various species and the structures that help them survive.

Unit 18:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Learning About Life Cycles

Welcome to the teacher background podcast for Unit 18! We will be covering what students already know about life cycles preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

All plants and animals have life cycles. That means life cycles are all around us! A life cycle shows the different stages of a living organism's life. A life cycle shows how the organism grows. Students love studying the changes in the organisms they see every day. This makes life cycles an exciting topic for students!

In Kindergarten, students identified and recorded changes in a simple plant life cycle. The different stages in a plant's life cycle includes the changes from seed, seedling, plant, flower, and fruit. Plants begin their life cycle as a seed. Plants grow into seedlings, and then into mature plants. Mature plants produce flowers, which can transform into fruit. Students also identified that young plants resemble the parent plant. For example, the shape of a young plant's leaves and stems will be similar to those of the parent plant, as will their color.

In first grade, students describe the basic life cycles of animals, including a bird, a mammal, and a fish. Even though the animals differ, their life cycles have things in common. The life cycles all begin with the animal being born, and the following stages show how the animal grows into an adult. The adult animals reproduce, and the life cycle starts over again with the offspring. Life cycles never end!

A bird's life cycle begins with an egg. In the next stage, the egg hatches. Out of the egg comes a hatchling. The hatchling grows into a chick, and then the chick grows into an adult bird. The adult bird lays more eggs, and then the life cycle starts over.

Now, let's study the life cycles of a mammal. A cat is a commonly seen mammal. A cat's life cycle begins with the birth of a kitten. The kitten grows into an adolescent, which is a young cat. The adolescent grows into an adult cat. Then, the cat has kittens, and the life cycle starts over.

A fish's life cycle starts with an egg. Eggs hatch into larvae, and larvae grow into young fish. The young fish grow into adult fish, who reproduce and lay more eggs. Then – you've guessed it – the life cycle starts over again.

As you can see, life cycles are truly all around us! Next time you see an animal, try to figure out what stage it is in its life cycle.

A common misconception among students is that an adult bird turns back into an egg. A life cycle is illustrated in a circle, with arrows connecting the different stages. Students see the arrow connecting the adult bird to the egg, and misconstrue the image. They think the bird turns back into the egg, causing the life cycle to repeat. A significant takeaway from this unit is that the adult animal produces eggs or babies, which is why the life cycle starts again.

Unit 19:

TEXAS SCIENCE

Teacher Background Information Podcast

First Grade: Learning About Life Cycles

Welcome to the teacher background podcast for Unit 18! We will be covering what students already know about life cycles preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

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Description of the specific location and hyperlink to the exact location of the currently adopted content.

N/A - new resource

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed updated content.

This resource will be found online in the Teacher Resources of each unit. The exception is unit one in which there are four separate weeks, each containing their own resource. Proposed location by unit.

1,week1:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17353
1,week2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17354
1,week3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17355
1,week4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17356
2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1975
3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1972
4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1976
5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1971
6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1974
7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1983
8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1985
9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1979
10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1977
11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1981
12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1984
13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1980
14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1978
15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1988
16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1982
17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1989
18:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1986
19:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-

8dc1193cd594/publications/510/teacher-resources?unit_id=1987

Publisher's rationale for this change if different from overall rationale.

To provide an additional resource to support student learning. It is helpful for students to see a summary of what they have learned at the conclusion of the unit.

Publisher's description of this change if different from overall description.

We would like to add a Summary Video to every unit of instruction providing students with a summary of the science concepts learned in the unit. This is a student facing resource but under teacher control. The intent is for the teacher to assign this resource to students when they have concluded the activities of the unit. The purpose of this video is to help students see how all of the science concepts of the unit relate to the TEK, scientific and engineering practices and recurring themes and concepts. The objective is to reinforce student learning and strengthen the long-term durability of what they've learned.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

This is a video so the content is the media provided.

1,week1:https://cdn.studiesweekly.com/online/resources/pod_media/Summary_YouCanBeAScientistYouCanBeAnEngineer_ENG_720.mp4

1,week2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_RecurringThemesAndConcepts_24-01-13_720.mp4

1,week3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_WhatDoScientistsDo_24-19-01_JS_720.mp4

1,week4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-1_Summary_WhatDoEngineersDo%202_ENG_720.mp4

2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-2_Summary_LetsBounce_ENG_720.mp4

3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-3_Summary_CameronsCarConundrum_ENG_720.mp4

4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-4_Summary_IfLifeGivesYouLemons_720p.mp4

5:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-5_Summary_GolfCourseEngineers_ENG_720.mp4

6:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-05_Overview_GolfCourseEngineers_ENG_720.mp4

7:https://cdn.studiesweekly.com/online/resources/pod_media/TX-02-SN_Unit-7_Summary_SurprisingSounds_ENG_720.mp4

8:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-8_Summary_SecretsOfTheSoil_ENG_720.mp4

9:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-9_Summary_WhereDidMyRocksAndSoilGo_ENG_720.mp4

10:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-10_Summary_WaterWaterEverywhere_H264_720.mp4

11:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-11_Summary_WhatsWithTheWeather_ENG_720.mp4

12:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-12_Summary_WaterSoilAndRocksOhMy_ENG_720.mp4
13:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-13_Summary_WaterWatchers_ENG_720.mp4
14:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-14_Summary_BasicNeedsYoursMineAndOurs_ENG_720.mp4
15:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-15_Summary_TerrariumTreasures_360p.mp4
16:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-16_Summary_EatOrBeEaten_ENG_720.mp4
17:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-17_Summary_AssistYourAnimal_720p.mp4
18:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-18_Summary_LearningAboutLifeCycles_ENG_720.mp4
19:https://cdn.studiesweekly.com/online/resources/pod_media/TX-01-SN_Unit-19_Summary_TwoOfAKind_ENG_720.mp4

Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 4, under teacher resources, Unit Printables.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1976

Publisher's rationale for this change if different from overall rationale.
Missing printable resource.

Publisher's description of this change if different from overall description.
Adding the Sun, Moon and Earth Model Template: Teacher Instruction Page printable to support Activity 2.

Screenshot of Currently Adopted Content
N/A - new resource

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Teacher Instructions

First Grade: Engineering Design: If Life Gives You Lemons

Sun, Moon, and Earth Model: Teacher Instruction Page			
Activity Duration	**Activity Difficulty**	**Preparation Time**	**Preparation Effort**
N/A	N/A	Low	Low

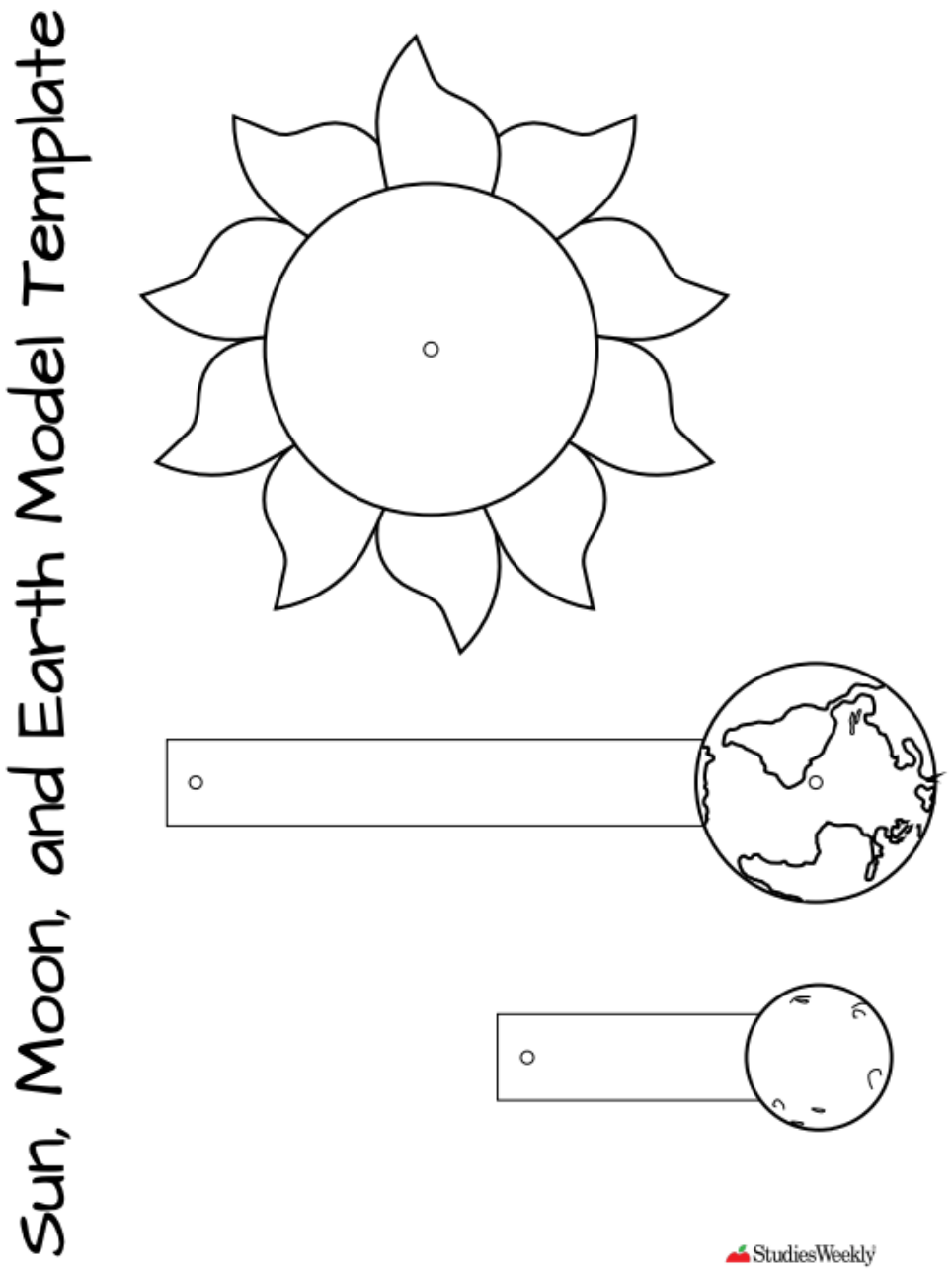
Materials:

- sun, moon, and Earth model templates
- scissors
- brass fasteners (2)

Lesson Guide/Plan:

Header

1. Print and cut the sun, moon, and Earth model templates.
2. Connect the longer arm to the back of the sun and Earth, using two brass fasteners.
3. Connect the shorter arm to the back of the Earth and moon, using an additional brass fastener.



Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 14, under Teacher Resources, Unit Printables.

Update to Content Not Reviewed by SRP

https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1978

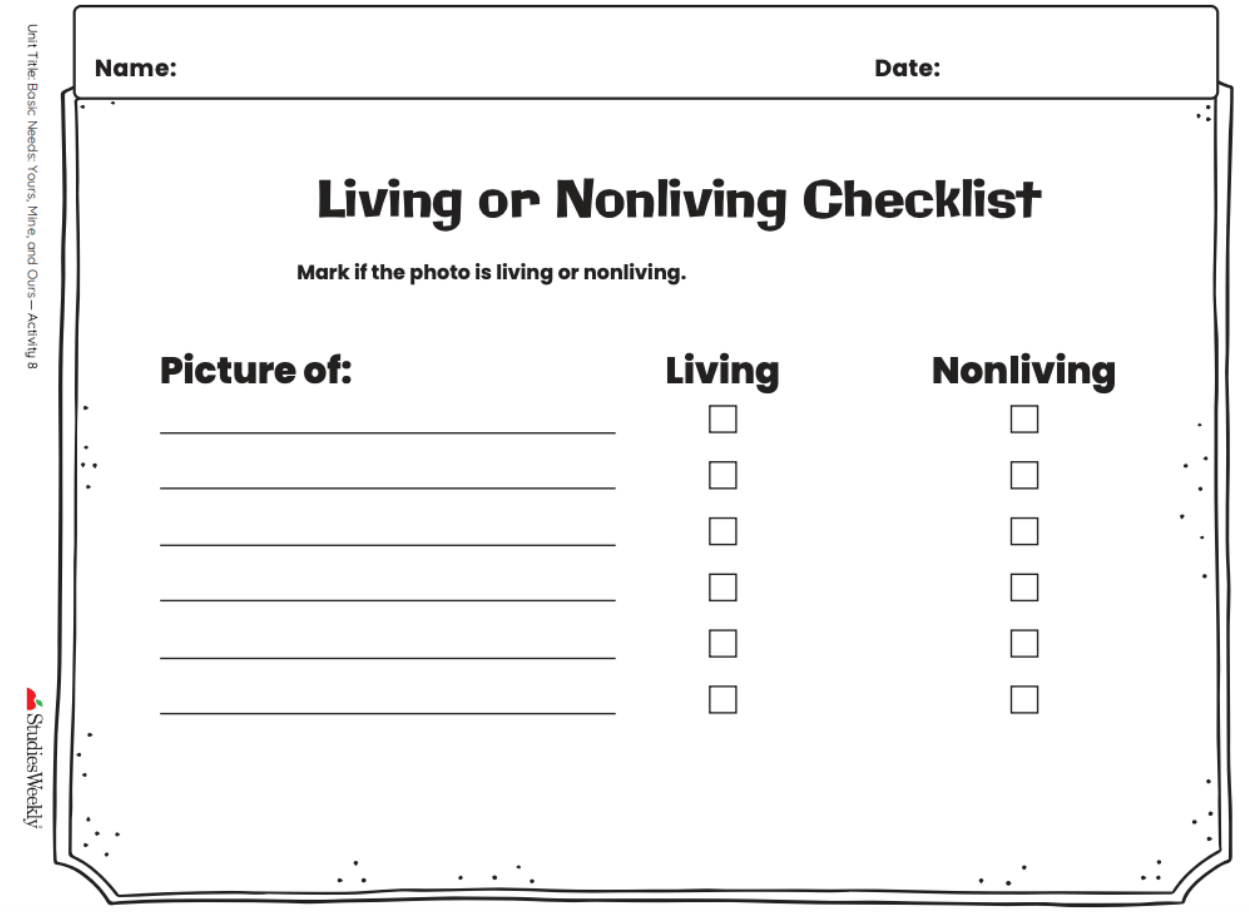
Publisher's rationale for this change if different from overall rationale.
Missing printable resource.

Publisher's description of this change if different from overall description.
Adding the Living or Nonliving Checklist / Gallery Walk printable to support Activity 8.

Screenshot of Currently Adopted Content
N/A - new resource

Screenshot of Proposed Updated Content
Because this is a multi-page file, a link is provided to see the entire resource.

https://cdn.studiesweekly.com/online/resources/printables/8652/Living%20or%20Nonliving%20Checklist.pdf



Unit Title: Basic Needs: Yours, Mine, and Ours – Activity 8

Name: Date:

Living or Nonliving Checklist

Mark if the photo is living or nonliving.

Picture of:	Living	Nonliving
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐

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Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 1,week 2, Teacher Resources, Student Support Resources
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17354

Publisher's rationale for this change if different from overall rationale.
Adding missing images.

Publisher's description of this change if different from overall description.
Adding images of glasses and spiderwebs to support Activity 2.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content


Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 1,week 2, Teacher Resources, Student Support Resources
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1973&week_id=17354

Publisher's rationale for this change if different from overall rationale.
Adding missing image.

Publisher's description of this change if different from overall description.
Adding image a collage for scale and proportion to support Activity 5.

Screenshot of Currently Adopted Content
N/A

Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 13, under teacher resources, Unit Printables.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1980

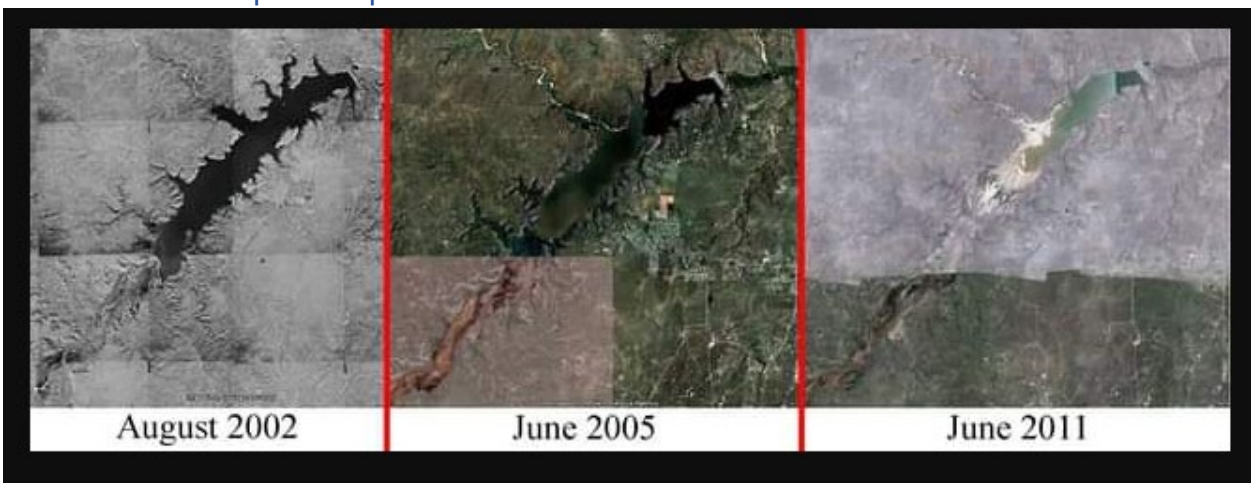
Publisher's rationale for this change if different from overall rationale.
Missing resource

Publisher's description of this change if different from overall description.
This printable resource is needed and referenced in Activity 2. New resource PDF name named Lake Meredith Pictures

Screenshot of Currently Adopted Content
N/A - new resource

Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in the teacher edition, Unit 17, Week 29, Activity 9.
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1989/Lesson%20Plan%20Unit%2017.pdf

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, replacing teacher instructions
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1989/Lesson%20Plan%20Unit%2017.pdf

Publisher's rationale for this change if different from overall rationale.
Improvements in clarity and accuracy of teacher instructions.

Publisher's description of this change if different from overall description.
Replaced steps 1-5 in the teacher edition of activity 9 and referenced the correct printable for the activity.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content

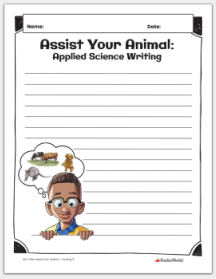
Activity 9	Analyze — Optimize	30 minutes

Discovery Path Materials:

Assist Your Animal: Poster Pal

Explore Path Materials:

Applied Science Writing



SEP Collect and Organize Data
Analyze Data
Explain Discoveries and Innovations

RTC Structure and Function

ELPS 3E

Success Criteria

I can analyze my solution to an animal's missing or broken external structure.

Discovery Path

Student-Driven Inquiry

1. **Ask:** How have you been able to solve the engineering problem? **(by testing my structure on my clay model)**
2. ***Say:*** *Turn to a science partner and tell them what evidence you have to show that your claim was correct.*

Whole Group

1. Explain to students that they will take the data they collected from testing their design and graph it as a class.
2. Have each group tell you if their external structure worked correctly and use tally marks to record the results on the Poster Pal.
3. Have students then create a bar graph to show how many groups' external structure worked correctly and how many did not in their student editions.
4. Have each group tell you what their external structure helps their animal do: move, eat, or stay safe. Record using tally marks on the Poster Pal.
5. Have students create a picture graph by drawing an arrow for every external structure that helps an animal move, a tooth for a structure that helps an animal eat, and a smiley face for a structure that helps an animal stay safe.
   a. Students may have made external structures that fit under more than one column. They can be recorded multiple times.

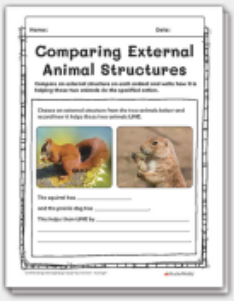
Screenshot of Proposed Updated Content

Activity 9	Analyze — Optimize	30 minutes

Discovery Path Materials:

Assist Your Animal: Poster Pal

Comparing External Animal Structures



Explore Path Materials:

Success Criteria

I can analyze my solution to an animal's missing or broken external structure.

Discovery Path

Student-Driven Inquiry

1. **Ask:** How have you been able to solve the engineering problem? **(by testing my structure on my clay model)**
2. ***Say:*** *Turn to a science partner and tell them what evidence you have to show that your claim was correct.*

Whole Group

1. Distribute the Comparing External Animal Structures printable.
2. Explain to students that they are going to review what they know about the external structures on animals and compare how they help animals live, move, and meet basic needs for survival.
3. Have students work in partnerships to complete the printable.
4. Explain to students that they will take the data they collected from testing their design and graph it as a class.
5. Have each group tell you if their external structure worked correctly and use tally marks to record the results on the Poster Pal.

Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - New Resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 17, under teacher resources, Unit Printables.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1989

Publisher's rationale for this change if different from overall rationale.
Missing resources

Publisher's description of this change if different from overall description.
This printable resource is needed and referenced in Activity 9 of the Teacher Edition. New resource PDF named: Comparing External Animal Structures.

Screenshot of Currently Adopted Content
N/A - New Resource

Screenshot of Proposed Updated Content

Name: Date:

Comparing External Animal Structures

Compare an external structure on each animal and write how it is helping those two animals do the specified action.

Choose an external structure from the two animals below and record how it helps these two animals **LIVE**.

The squirrel has _____

and the prairie dog has _____.

This helps them **LIVE** by _____

_____

_____.

Unit Title: Engineering Design: Assist Your Animal — Activity 9

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Choose one external structure from the two animals below and record how it helps these two animals **MOVE**.

The bear has _____ and the horse has _____.

This helps them **MOVE** by _____

_____.

Choose one external structure from the two animals below and record how it helps these two animals **MEET BASIC NEEDS FOR SURVIVAL.**

The bird has _____ and the rhino has _____.

This helps them **MEET BASIC NEEDS FOR SURVIVAL** by _____

_____.

Unit Title: Engineering Design: Assist Your Animal — Activity 9

Bear, Horse, and Stork images courtesy of Getty Images

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Description of the specific location and hyperlink to the exact location of the currently adopted

content.
N/A - new resource

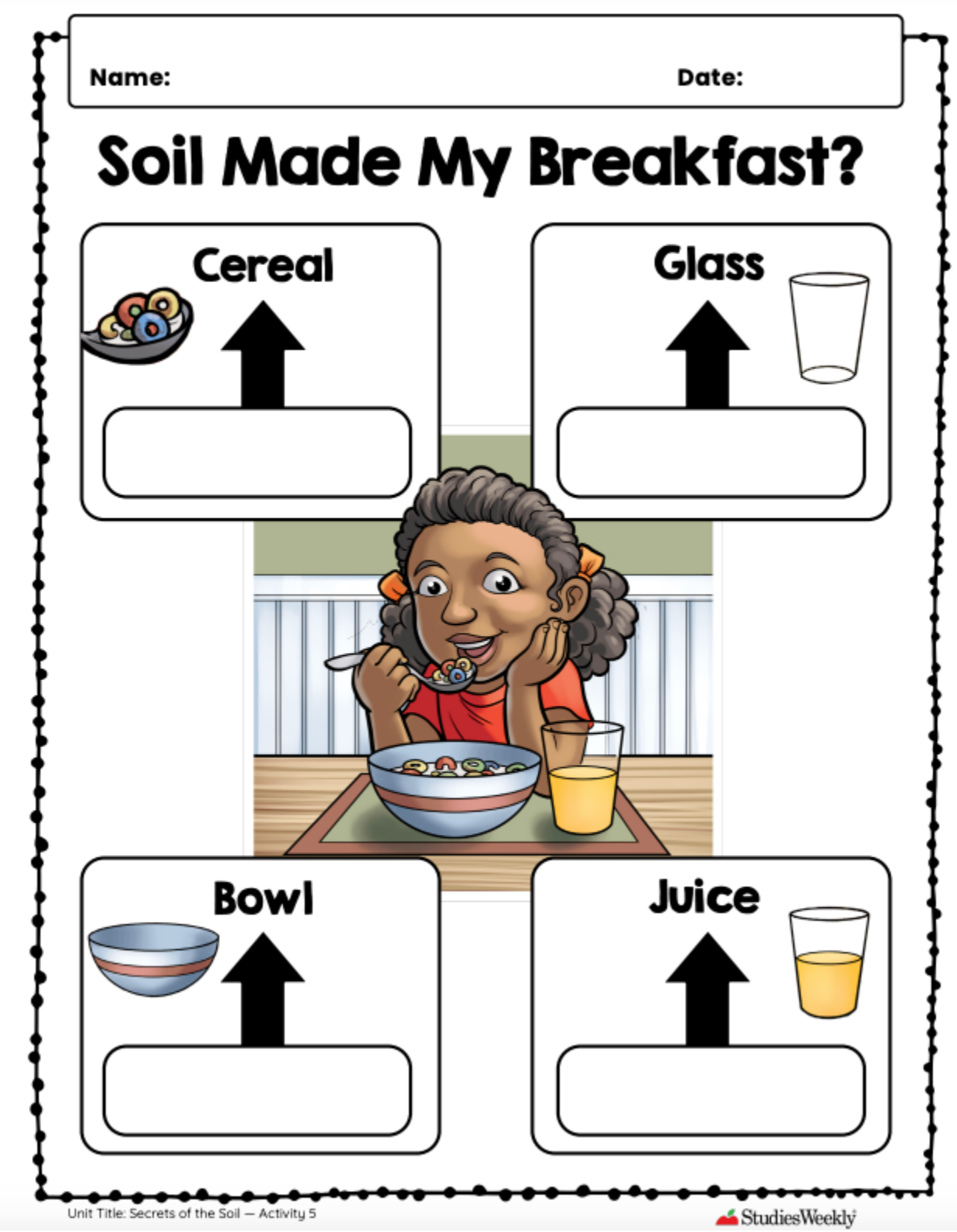
Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 8, under teacher resources, Unit Printables.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources?unit_id=1985

Publisher's rationale for this change if different from overall rationale.
Missing printable resource.

Publisher's description of this change if different from overall description.
Adding the Soil Ate My Breakfast Page printable to support Activity 5.

Screenshot of Currently Adopted Content
N/A - new resource

Screenshot of Proposed Updated Content



Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the currently adopted content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online at Publication level for the grade.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/510/teacher-resources

Publisher's rationale for this change if different from overall rationale.

These printables provide a summary of the materials needed for the hands-on activities, including those provided in the available materials kits.

Publisher's description of this change if different from overall description.

The materials lists consist of:

1. A comprehensive materials list. This list identifies all the materials needed for the activities by unit including teacher supplied materials.
2. A kit materials list organized alphabetically. This list includes quantities, materials information and identified materials available in a refill kit.
3. A kit materials lists organized by unit. This list includes quantities, materials information and the associated activity.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

Comprehensive Materials List

TEXAS SCIENCE **Materials List**

Texas First Grade

(* indicates items supplied by the teacher and not included in the kit)

Unit 1 Week 1	• classroom blocks* • cream of tartar* • flour* • goggles* • pinwheels	• resealable plastic bags • salt • trays • vegetable oil* • water, boiling*
Unit 1 Week 2	• butcher paper* • dominoes	• map or globe* • scissors
Unit 1 Week 3	• air-dry clay • classroom item*	• tape
Unit 1 Week 4	• cardboard tubes* • craft sticks • glue sticks* • masking tape • paper clips	• pipe cleaners • plastic cups • straws • toy cars
Unit 2 Week 5	• apple* • aluminum foil • badminton birdie • banana* • baseball* • basketball* • bead* • bell pepper* • brown paper bag • candy bars, assorted* • colored pencil* • construction paper* • craft stick • crayon* • cucumber* • die • domino • glue bottle • gum* • football* • glue stick* • golf ball* • kiwi*	• licorice* • magnet • onion* • orange* • paintbrush* • paper clip • pencil* • pipe cleaner • plastic jewel • pom-pom • primary balance • ribbon* • sandpaper* • soccer ball* • stapler* • sticky note pad* • sucker* • table tennis ball • tape • tennis ball • toy car • wax paper* • wooden block*

Unit 3 Week 6	• aprons* • beakers • beverage* • chocolates* • craft sticks • crayons, unwrapped* • cups, 3 oz • demonstration thermometer • flashlights • goggles* • hair dryer* • hand lenses • heat-resistant gloves* • hot plate	• juice* • leaf* • microwave* • microwave-safe bowl* • pan* • refrigerator or freezer* • soap* • spoon* • straws • student thermometers • sugar • trays • water bottles*
Unit 4 Week 7	• cardboard boxes* • coloring supplies* • masking tape	• pipe cleaners • rubber bands • string
Unit 5 Week 8-9	• counters • dice • empty tissue boxes* • foam golf balls	• paper cups • paper plates • scissors* • yardsticks*
Unit 6 Week 10-11	• butter* • cake* • craft sticks • crafting materials • crayons* • egg* • freezer* • frying pan*	• funnel cake* • heat-protective gloves* • ice cream* • ice pop* • juice* • paper cups • soft pretzel* • stove* or hot plate
Unit 7 Week 12	• circular template, 8 in. diameter* • coloring supplies* • construction paper*	• glue stick* • scissors*
Unit 8 Week 13	• clay soil • clear plastic cups • glue sticks* • hand lenses • kinetic sand • paper bowls • pipettes	• potting soil • resealable plastic bags • sand • sifters • trays • tweezers • water

Unit 9 Week 14	• baking pans, 9x9in • clear water bottles* • clipboards* • coloring supplies* • cups • leaves* • markers* • measuring cups • packing tape • paper plates • pipettes	• potting soil • rulers* • rocks • sand • scissors or utility knife • Skittles® candy • stream table* • string • trays • water*
Unit 10 Week 15-16	• air-dry clay • clear containers • clear plastic cups • coloring supplies* • copy paper* • counters • potting soil • eraser* • food coloring • glitter	• globe • markers, blue* • paper plates • rocks, small • salt • spray bottles • trays • water bottle* • water* • wax paper*
Unit 11 Week 17-18	• coloring supplies* • glue sticks* • pinwheel • rain gauge	• scissors* • thermometer • windsock
Unit 12 Week 19-20	• classroom materials* • coloring supplies* • crayons (blue, brown, and green)* • cups	• glue sticks* • potting soil • plants*
Unit 13 Week 21-22	• balsamic vinegar* • banana peel* • blue beads • buckets • clear cups • clipboards* • coloring supplies* • construction paper* • craft sticks • crayons (blue and green)* • glue, liquid	• glue sticks* • jar, clear • maple syrup* • markers, black* • paper circles, 2 in.* • potting soil • scissors* • toilet paper* • water* • wildflower seeds

Unit 14 Week 23-24	• apple* • baskets* • brads • clipboards* • coloring supplies* • counters • crayons* • fish-shaped cheese crackers* • flower*	• glass* • glue sticks* • masking tape • paper clips • scissors* • toy hoops* • worm, live* • water*
Unit 15 Week 25-26	• coloring supplies* • crayons (blue and green)* • grass seeds • markers (blue and green)* • ladybugs*	• plastic soda bottles, 2L* • pipettes • resealable plastic bags, quart • sticky notes* • water*
Unit 16 Week 27	• coloring supplies* • glue sticks* • hole punches*	• scissors* • sticky notes* • string
Unit 17 Week 28-29	• classroom buildings* • coloring supplies* • craft sticks • glue, liquid • modeling clay • modeling tools*	• paper* • paper clips • pipe cleaners • rubber bands • straws • tape
Unit 18 Week 30-31	• clipboard* • coloring supplies* • craft materials*	• glue sticks* • scissors* • students' baby pictures*
Unit 19 Week 32	• crayons (blue and red)*	• glue stick*

Alphabetized Materials List

TEXAS SCIENCE

Alphabetized Texas Kit Materials List
First Grade

Material	Unit	Quantity Needed	Details	Available in Refill Kit
air dry clay	1.3, 10	3	1-lb, self-hardening, white	x
aluminum foil	2	1	roll, 1x25'	x
badminton birdie	2	1		
baking pans	9	12	foil, 8" square	
balance scale	2	1	set of 4, with base and pans	
beads, blue	13	1	750pk	
beaker	3	1	250mL, polypropylene	
bowls, paper	10	18	12 oz	
bowls, plastic	8, 10	6	16 oz	
brads	14	1	100/pk	
brown paper bags	2	1	50/pk	
buckets	13	6	5 qt, plastic	
clay soil	8	1	5lb, red clay	
counters	5, 10, 14	2	200/pk	
craft sticks	1.4, 2, 3, 6, 13, 17	1	1000/pk	x
dice	2, 5, 10, 13	3	8/pk	
dominos	1.2, 2	1	set of 28	
flashlights	3	6	plastic, D-cell, batteries included	
food coloring	1.1, 1.3, 10	1	4pk, gel	x
glass jar	13	1	16 oz	

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glitter	10	1	0.75 oz, red	x
globe	10	1	inflatable, 11"	
glue, liquid	2	6	bottles, 4 oz	
golf balls, rubber	5	12	rubber, 1.55"	
gravel	10	1	5lb, small 3/16"	x
hand lens	3, 8	4	6/pk, dual lens, 3x/6x	
hot plate	3	1	single burner solid top, 1000W	
kinetic sand	8	3	35oz, tan	
magnet	2	1	3" bar magnet	
masking tape	1.4, 4, 5, 14	6	rolls, 1"x60yds	x
measuring cup	9	1	set/4	
modeling clay	17	24	1-lb, 4 colors	x
packing tape	9	1	roll, 2x110yds	x
paper clips, jumbo	1.4, 2, 14, 17	6	boxes, 100/box, jumbo	
paper cups	5, 6	30	12 oz	x
paper plates	5, 9, 10	1	50/pk, 9"	x
ping pong ball	2	1	orange	
pinwheels	1.1, 11	6	4" pinwheel toy w/ 12" stick	
pipe cleaners	1.4, 2, 4, 17	4	100/pk, assorted colors	x
pipettes	8, 9, 15	12		
plastic containers, large	10	6	clear, 14.25x8.25x4.75"	
plastic cups	1.4, 8, 9, 10,12, 13	3	50/pk, 9 oz, clear	x
plastic cups, small	3	1	50/pk, 3.5oz, clear	x
plastic jewel	2	1	blue, 1" x 3/4"	

pom-poms	2	1	100/pk, assorted colors	
potting soil	8, 9, 10, 12	2	8lbs	x
rain gauge	11	1	w/ cm markings	
resealable plastic bags, quart	1.1, 15	30	quart size	x
resealable plastic bags, sandwich	8	1	50/pk	
rocks	9, 10	2	2 lbs, polished river rocks	x
rubber bands	4, 17	1	4 oz package, assorted	x
salt	1.1, 10	1	26.4oz/box	x
sand	8, 9	3	3kg, fine sand	x
seeds, grass	15	1	package	x
seeds, wildflower	13	1	package	x
sifters	8	6	plastic, 10"	
spray bottles	10	6	16oz, spray trigger	
straws	1.4, 3, 17	2	250/box, unwrapped, clear	x
string	4, 9, 16	1	spool, cotton, 420 ft	x
sugar	3	1	1lb, granular	x
tape	1.3, 2, 17	6	rolls, translucent, 3/4" w/dispenser	x
thermometer, demonstration	11	1	indoor/outdoor	
thermometer, digital	3	1	-50-70C	
thermometers, student	3	1	6pk, low range plastic	
toy cars	1.4, 2	12	non-pull, 3"	
toy giraffe	1.2	1	plastic, 3.5"	
trays	1.1, 3, 8, 9, 10	6	plastic, 10x14"	
tweezers	8	1	6/pk, plastic, 5"	

wax paper	10	1	roll, 50sqft	x
windsock	11	1	22"	

Unit Materials List
This file is 6 pages so the link is provided.
https://cdn.studiesweekly.com/online/resources/printables/14333/TX-01%20Texas%20Kit%20Materials%20Lists%20by%20UnitS.pdf

TEXAS SCIENCE

Texas Kit Materials Lists by Unit
First Grade

Material	Unit	Activity	Quantity Needed	Details
food coloring	1.1	2	1	
pinwheels			6	1 per group
resealable plastic bags, quart			6	1 per group
trays			6	1 per group
salt			as needed	
dominos	1.2	2	20	
toy giraffe			1	teacher demonstration of models
air-dry clay	1.3	2	as needed	
food coloring			as needed	
tape			as needed	1 piece per student
craft sticks	1.4	3	600	100/group, used to build bridge models
masking tape			6	1 roll per group
paper clips			6	1 box per group
pipe cleaners			150	25 per group
plastic cups			60	10 per group
straws			300	50 per group
toy cars		4	12	1 per pair
badminton birdie	2	1, 4	1	
ping pong ball			1	
brown paper bags		2, 3	5	
craft sticks			1	

Description of the specific location and hyperlink to the exact location of the currently adopted content.

This resource is found online by selecting a grade, then in the Table of Contents, clicking on the blue Teacher icon to the right of the Unit and selecting Teacher Edition PDF.

Unit1 Week 1: https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

Unit 1 Week2: https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

Unit 1 Week 3: https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf

Unit 1 Week 4: https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf

Unit2:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1975/Lesson%20Plan%20Unit%202.pdf

Unit3:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1972/Lesson%20Plan%20Unit%203.pdf

Unit4:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1976/Lesson%20Plan%20Unit%204.pdf

Unit5:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1971/Lesson%20Plan%20Unit%205.pdf

Unit6:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1974/Lesson%20Plan%20Unit%206.pdf

Unit7:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1983/Lesson%20Plan%20Unit%207.pdf

Unit8:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1985/Lesson%20Plan%20Unit%208.pdf

Unit9:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1979/Lesson%20Plan%20Unit%209.pdf

Unit10:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1977/Lesson%20Plan%20Unit%2010.pdf

Unit11:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1981/Lesson%20Plan%20Unit%2011.pdf

Unit12:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1984/Lesson%20Plan%20Unit%2012.pdf

Unit13:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1980/Lesson%20Plan%20Unit%2013.pdf

Unit14:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1978/Lesson%20Plan%20Unit%2014.pdf

Unit15:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1988/Lesson%20Plan%20Unit%2015.pdf

Unit16:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1982/Lesson%20Plan%20Unit%2016.pdf

Unit17:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1989/Lesson%20Plan%20Unit%2017.pdf

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above

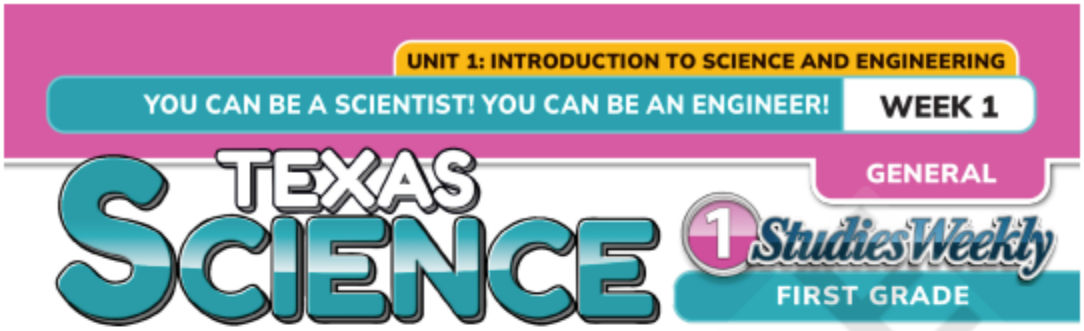
Publisher's rationale for this change if different from overall rationale.
When resources are approved, they need to be included in an updated Teacher Edition

Publisher's description of this change if different from overall description.
Resources that are being requested for approval are now documented in the updated Teacher Editions. These include references to the Unit Summary and Overview Videos, Lesson Slides, andd other printables that extend student learning. None of the new references in the Teacher Edition are for TEKS-bearing materials.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Unit 1 Week 1:
https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

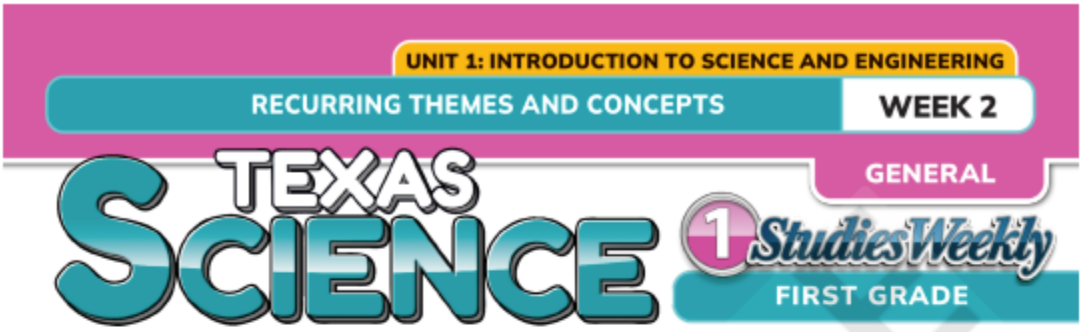


Unit Objectives
Students will be able to think like scientists and engineers, use their five senses, work in teams, identify how to have a growth mindset, and describe how scientists and engineers help others.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer!		2 Hours 30 Minutes Total		
Day 1 30 min.	1. What Is a Scientist? What Is an Engineer?	30 minutes	Engage	1.7
Day 2 30 min.	2. Tools and Safety	30 minutes	Explore	1.9
Day 3 30 min.	3. Teamwork	30 minutes	Explore	1.12
Day 4 30 min.	4. Growth Mindset	30 minutes	Explore	1.13
Day 5 30 min.	5. Making Discoveries and Innovations	30 minutes	Explore	1.15

Update to Content Not Reviewed by SRP

Unit 1 Week 2:
https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

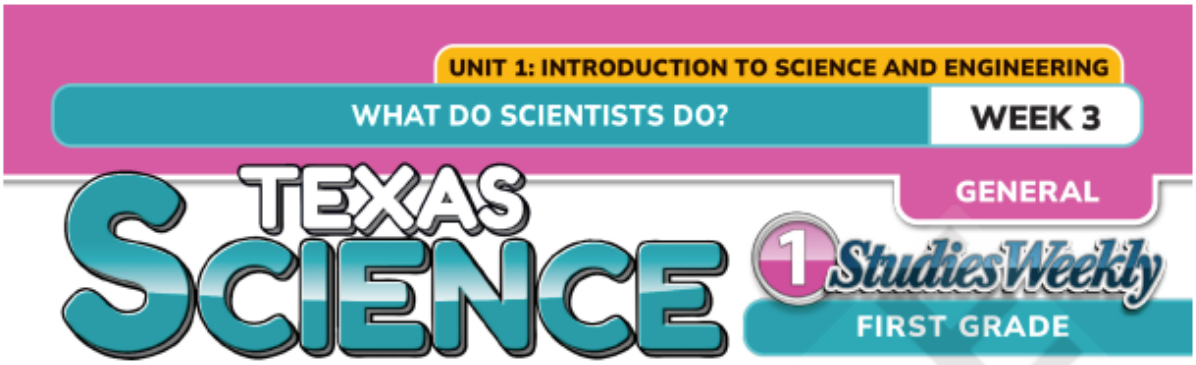


Unit Objectives
Students will be able to recognize the purpose of recurring themes and concepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		2 Hours 30 Minutes Total		
Day 1 30 min.	1. Through the Lens of Recurring Themes and Concepts	30 minutes	Engage	1.23
Day 2 30 min.	2. Cause and Effect and Systems and System Models	30 minutes	Explore	1.25
Day 3 30 min.	3. Structure and Function	30 minutes	Explore	1.27
Day 4 30 min.	4. Energy and Matter and Stability and Change	30 minutes	Explore	1.28
Day 5 30 min.	5. Scale, Proportion, and Quantity	30 minutes	Explore	1.30

Update to Content Not Reviewed by SRP

Unit 1 Week 3:
https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf

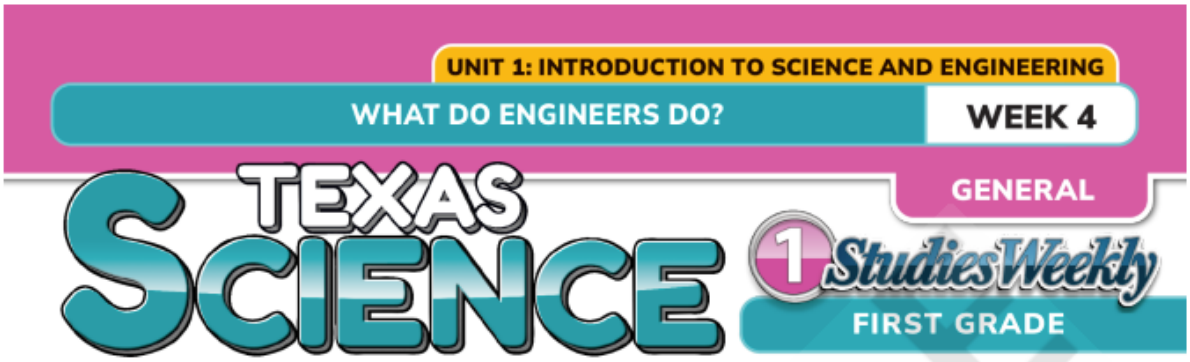


Unit Objectives
Students will be able to ask questions, conduct an investigation, identify limitations and advantages to a model, identify a significant pattern and feature of data, and use evidence.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		2 Hours 30 Minutes Total		
Day 1 30 min.	1. Scientific and Engineering Practices	30 minutes	Engage	1.38
Day 2 30 min.	2. Plan and Conduct Investigations	30 minutes	Explore	1.40
Day 3 30 min.	3. Develop and Use Models	30 minutes	Explore	1.42
Day 4 30 min.	4. Collect and Analyze Data	30 minutes	Explore	1.44
Day 5 30 min.	5. Develop Explanations	30 minutes	Explain	1.46

Update to Content Not Reviewed by SRP

Unit 1 Week 4:
https://cdn.studiesweekly.com/online/lesson_plans/TX-01-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf



Unit Objectives

Students will be able to research and define a problem, ideate and plan a solution, create and test a prototype, and communicate how their prototype worked.

Activity Summary		Lesson Time	EDP	Page
Week 4: What Do Engineers Do?		**2 Hours 30 Minutes Total**		
Day 1 30 min.	1. The Engineering Design Process and Practices	30 minutes	Define	1.54
Day 2 30 min.	2. Ideate and Plan	30 minutes	Develop Solutions	1.56
Day 3 30 min.	3. Create	30 minutes	Develop Solutions	1.58
Day 4 30 min.	4. Test and Improve	30 minutes	Optimize	1.60
Day 5 30 min.	5. Communicate	30 minutes	Optimize	1.62

Update to Content Not Reviewed by SRP

Unit2:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1975/Lesson%20Plan%20Unit%202.pdf

Science Standard 1.6A	Classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Phenomenon	Some balls can be used for multiple sports, whereas some can only be used for one sport.

Unit Objectives	
Students will be able to classify objects by observable physical properties, including shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.	
SEP	**RTC**
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter.

Update to Content Not Reviewed by SRP

Unit3:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1972/Lesson%20Plan%20Unit%203.pdf

Science Standard 1.6B	Explain and predict changes in materials caused by heating and cooling.

Phenomenon	Cameron forgets objects in the car overnight. In the morning, when he gets in the cold car to go to school, the objects have changed. When he is picked up in the afternoon, the objects have changed again from being in the hot car.

Unit Objectives

Students will be able to plan and conduct investigations to explain and predict the changes (effects) in materials caused by heating and cooling (cause).

SEP	RTC
1.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit4:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1976/Lesson%20Plan%20Unit%204.pdf

Science Standard 1.6C	Demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.

Engineering Design Scenario	It is a very hot day. Aleki wants to build a lemonade stand so he can sell lemonade. How can Aleki engineer a lemonade stand that can be put together and taken apart?

Unit Objectives	
Students will be able to demonstrate and explain that a whole object is a system made of organized parts.	
SEP	**RTC**
1.1G: Develop and Use Models Use models to design a prototype for a solution to a problem.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Update to Content Not Reviewed by SRP

Unit5:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1971/Lesson%20Plan%20Unit%205.pdf

Science Standard 1.7A	Explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion.
Science Standard 1.7B	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.

Engineering Design Scenario	Claire and Miguel love playing mini golf at different courses in San Antonio. Each day, they practice making the ball start, stop, speed up, slow down, and change directions. Can you design a course that helps Claire and Miguel use motion to improve their golf scores?

Unit Objectives

Students will be able to plan and conduct descriptive observations that predict the effects of pushes and pulls on starting, stopping, or changing the speed or direction of an object's motion in order to design a solution to the engineering scenario.

SEP	RTC
1.1B: Plan and Conduct Investigations and Design Solutions Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit6:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1974/Lesson%20Plan%20Unit%206.pdf

Science Standard 1.8A	Investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer.
Science Standard 1.8B	Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

Phenomenon	Steven and Natalia go to the Texas State Fair. They are very hungry and want to try several fair foods. They notice that each treat starts off looking very different than it does after it is prepared.

Unit Objectives

Students will be able to investigate and describe applications of heat in everyday life and how some changes caused by heat may be reversed while other changes cannot be reversed.

SEP	RTC
1.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct simple descriptive investigations.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Update to Content Not Reviewed by SRP

Unit7:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1983/Lesson%20Plan%20Unit%207.pdf

Science Standard 1.9	Describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Phenomenon	Miguel lives on a farm in Amarillo, Texas. He notices different things happen to the farm at different points in the year.

Unit Objectives	
Students will be able to describe and predict the patterns of seasons of the year.	
SEP	**RTC**
1.3A: Develop Explanations Develop explanations supported by data.	**1.5A: Patterns** Identify and use patterns to describe phenomena and design solutions.

Update to Content Not Reviewed by SRP

Unit8:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1985/Lesson%20Plan%20Unit%208.pdf

Science Standard 1.10A	Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.

Phenomenon	Gina is hiking in Galveston Island State Park. As she walks along the trail, she notices the ground changes as she goes from shaded woodland to prairie land. She wonders why the soil is different at different parts of the hike.

Unit Objectives	
Students will be able to investigate and document the properties of particle size, shape, texture, and color and the components of different types of soil such as topsoil, clay, and sand.	
SEP	**RTC**
1.2B: Analyze Data Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter

Update to Content Not Reviewed by SRP

Unit9:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1979/Lesson%20Plan%20Unit%209.pdf

Science Standard 1.10B	Investigate and describe how water can move rock and soil particles from one place to another

Phenomenon	Jackson makes a dam out of rocks and soil in a gutter, and when he goes to check it out the next day, it is gone.

Unit Objectives

Students will be able to investigate and describe how water can move rock and soil particles from one place to another.

SEP	RTC
1.1E: Collect Evidence Collect observations and measurements as evidence.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit10:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1977/Lesson%20Plan%20Unit%2010.pdf

Science Standard 1.10C	Compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is fresh water or salt water.

Phenomenon	Natalia and Miguel visited different bodies of water. They are confused why the bodies of water were different in a variety of ways.

Unit Objectives	
Students will be able to compare the properties, like color, size, shape, and whether it is fresh or salt water, of different bodies of water, including puddles, ponds, streams, rivers, lakes, and oceans.	
SEP	**RTC**
1.3B: Communicate Explanations and Solutions Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter.

Update to Content Not Reviewed by SRP

Unit11:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1981/Lesson%20Plan%20Unit%2011.pdf

Science Standard 1.10D	Describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.

Phenomenon	Steven and Natalia are excited to go play outside for recess, but when recess time comes, it is too rainy to go outside.

Unit Objectives

Students will be able to describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.

SEP	RTC
1.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Unit12:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1984/Lesson%20Plan%20Unit%2012.pdf

Science Standard 1.11A	Identify and describe how plants, animals, and humans use rocks, soil, and water.

Phenomenon	Alana and Jackson notice ivy growing up the side of the brick school building. They wonder why it is growing like that instead of growing in a garden.

Unit Objectives	
Students will be able to identify and describe how plants, animals, and humans use rocks, soil, and water.	
SEP	**RTC**
1.3A: Develop Explanations Develop explanations supported by data and models.	**1.5F: Structure and Function** Describe the relationship between the structure and function of objects, organisms, and systems.

Unit13:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1980/Lesson%20Plan%20Unit%2013.pdf

Science Standard 1.11B	Explain why water conservation is important.
Science Standard 1.11C	Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Phenomenon	Jackson is brushing his teeth and leaves the water running. His mom comes in and asks him to turn it off while he is brushing his teeth. Jackson is confused about why he needs to turn the faucet off when there is always more water when he turns it on.

Unit Objectives	
Students will be able to explain why water conservation is important and describe ways to conserve water and protect natural sources of water.	
SEP	**RTC**
1.1E: Collect Evidence Collect observations and measurements as evidence.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Update to Content Not Reviewed by SRP

Unit14:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1978/Lesson%20Plan%20Unit%2014.pdf

Science Standard 1.12A	Classify living and nonliving things based upon whether they have basic needs and produce young.

Phenomenon	Alana and Aleki are playing during recess. They see a worm by a flower. They know that both the worm and the flower are alive. However, they are not sure how the worm and flower can both be living things because the worm can move and the flower cannot.

Unit Objectives	
Students will be able to classify living and nonliving things based on patterns and data of whether they have basic needs and produce young.	
SEP	**RTC**
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5A: Patterns** Identify and use patterns to describe phenomena or design solutions.

Update to Content Not Reviewed by SRP

Unit15:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1988/Lesson%20Plan%20Unit%2015.pdf

Science Standard 1.12B	Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.

Phenomenon	Gina, Steve, and Aleki find and keep a potato bug in a jar filled with grass, dirt, and a flower. They leave it in the closet over the weekend. When they come back, the bug is dead. Why did that happen?

Unit Objectives

Students will be able to describe and record examples of interactions and dependence between living and nonliving components in terrariums.

SEP	RTC
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Update to Content Not Reviewed by SRP

Unit16:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1982/Lesson%20Plan%20Unit%2016.pdf

Science Standard 1.12C	Identify and illustrate how living organisms depend on each other through food chains.

Phenomenon	In Cameron's classroom, there is a pet grass snake. As Cameron feeds grasshoppers to the snake, he wonders what a grasshopper eats for food.

Unit Objectives

The student will be able to identify and illustrate how living organisms depend on each other through food chains.

SEP	RTC
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Update to Content Not Reviewed by SRP

Unit17:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1989/Lesson%20Plan%20Unit%2017.pdf

Science Standard 1.13A	Identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival.

Engineering Design Scenario	What can you create that would help an animal's external structure perform so they can live, move, and meet basic needs for survival?

Unit Objectives	
Students will be able to identify and create an external structure that helps the animal live, move, and meet basic needs for survival.	
SEP	**RTC**
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**1.5F: Structure and Function** Describe the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit 18:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1986/Lesson%20Plan%20Unit%2018.pdf

Science Standard 1.13B	Record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish.

Phenomenon	Gina and her class visit a cattle ranch when the baby cows are born. Gina returns to the farm a couple of weeks later and sees how the baby cows have grown. In their class, Mrs. Johnson has invited them to bring in baby pictures of themselves. The kids are surprised at how different they look now.

Unit Objectives

Students will be able to record observations to describe the basic life cycles of animals, including a bird, a mammal, and a fish.

SEP	RTC
1.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Update to Content Not Reviewed by SRP

Unit 19:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/1987/Lesson%20Plan%20Unit%2019.pdf

Science Standard 1.13C	Compare ways that young animals resemble their parents.

Phenomenon	Cameron and Claire are excited to visit the Houston Zoo. They visit their favorite animals and notice that young animals look the same as their parents in some ways.

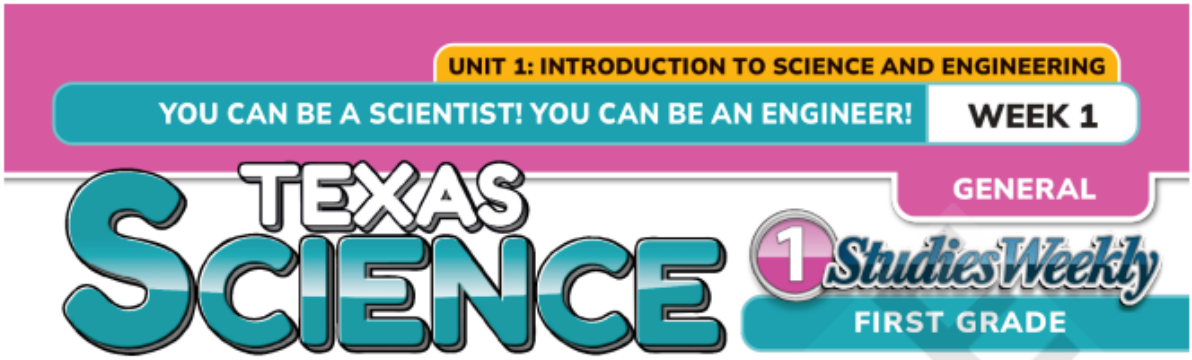
Unit Objectives	
Students will be able to identify and compare the ways that young animals resemble their parents.	
SEP	**RTC**
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Screenshot of Proposed Updated Content

As this is a replacement of the entire Teacher Edition and it is generally well over 5 pages per document, links to the updated Teacher Editions are provided here:

Update to Content Not Reviewed by SRP

Unit 1 Week1:
https://drive.google.com/file/d/1s77wVtHmixAQG6rDMG4Bsw8Vw3xirm4_/view?usp=drive_link



Unit Objectives
Students will be able to think like scientists and engineers, use their five senses, work in teams, identify how to have a growth mindset, and describe how scientists and engineers help others.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer!		2 Hours 30 Minutes Total		
Day 1 30 min.	1. What Is a Scientist? What Is an Engineer?	30 minutes	Engage	1.8
Day 2 30 min.	2. Tools and Safety	30 minutes	Explore	1.10
Day 3 30 min.	3. Teamwork	30 minutes	Explore	1.13
Day 4 30 min.	4. Growth Mindset	30 minutes	Explore	1.14
Day 5 30 min.	5. Making Discoveries and Innovations	30 minutes	Explore	1.16

Update to Content Not Reviewed by SRP

Unit 1 Week 2:
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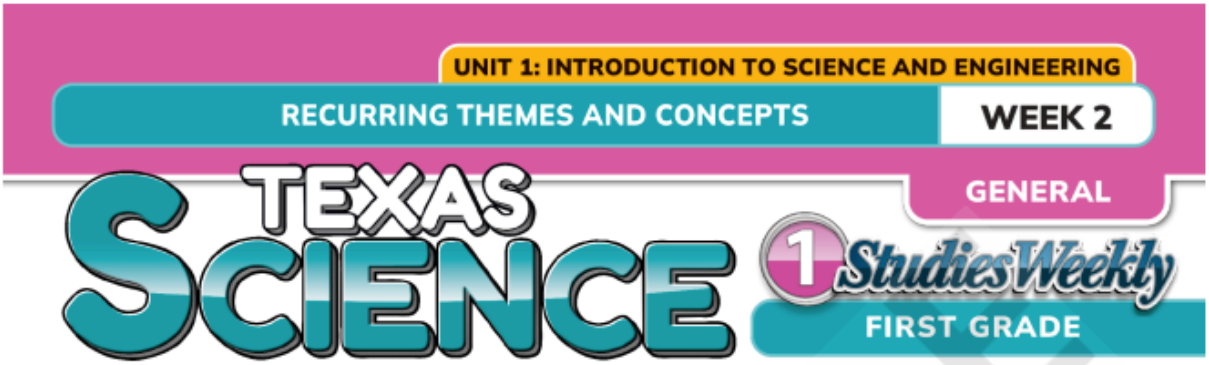

Unit Objectives
Students will be able to recognize the purpose of recurring themes and concepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		**2 Hours 30 Minutes Total**		
Day 1 30 min.	1. Through the Lens of Recurring Themes and Concepts	30 minutes	Engage	1.24
Day 2 30 min.	2. Cause and Effect and Systems and System Models	30 minutes	Explore	1.26
Day 3 30 min.	3. Structure and Function	30 minutes	Explore	1.28
Day 4 30 min.	4. Energy and Matter and Stability and Change	30 minutes	Explore	1.29
Day 5 30 min.	5. Scale, Proportion, and Quantity	30 minutes	Explore	1.31

Update to Content Not Reviewed by SRP

Unit 1 Week 3:
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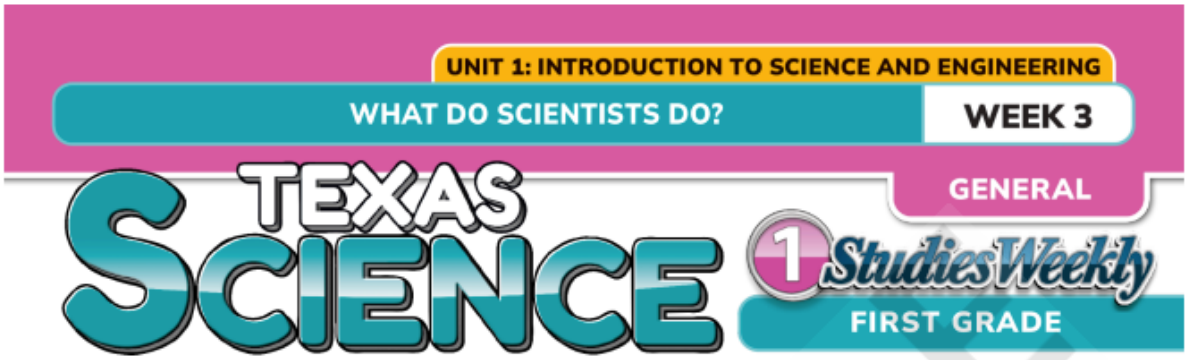

Unit Objectives
Students will be able to ask questions, conduct an investigation, identify limitations and advantages to a model, identify a significant pattern and feature of data, and use evidence.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		**2 Hours 30 Minutes Total**		
Day 1 30 min.	1. Scientific and Engineering Practices	30 minutes	Engage	1.40
Day 2 30 min.	2. Plan and Conduct Investigations	30 minutes	Explore	1.42
Day 3 30 min.	3. Develop and Use Models	30 minutes	Explore	1.44
Day 4 30 min.	4. Collect and Analyze Data	30 minutes	Explore	1.46
Day 5 30 min.	5. Develop Explanations	30 minutes	Explain	1.48

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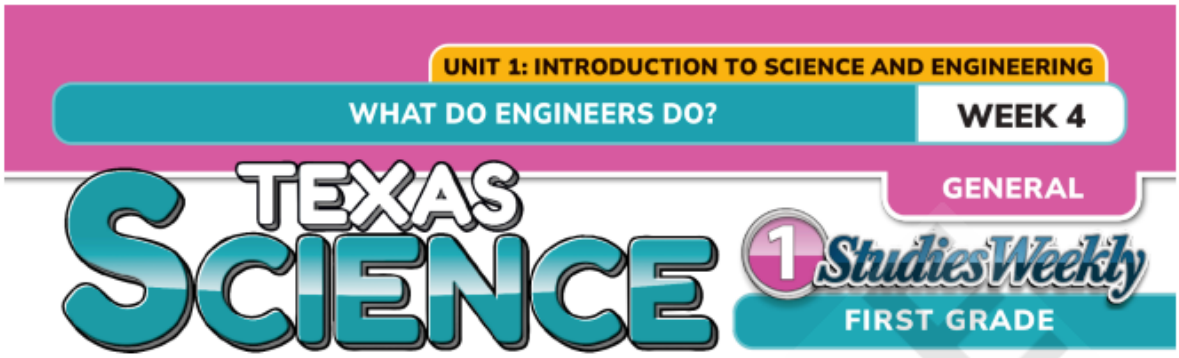
Unit 1 Week 4:
https://drive.google.com/file/d/1NALVW4uVgYsKvyrwF7c_hx7XsV_2LE0U/view?usp=drive_link



Unit Objectives

Students will be able to research and define a problem, ideate and plan a solution, create and test a prototype, and communicate how their prototype worked.

Activity Summary		Lesson Time	EDP	Page
Week 4: What Do Engineers Do?		**2 Hours 30 Minutes Total**		
Day 1 30 min.	1. The Engineering Design Process and Practices	30 minutes	Define	1.54
Day 2 30 min.	2. Ideate and Plan	30 minutes	Develop Solutions	1.56
Day 3 30 min.	3. Create	30 minutes	Develop Solutions	1.58
Day 4 30 min.	4. Test and Improve	30 minutes	Optimize	1.60
Day 5 30 min.	5. Communicate	30 minutes	Optimize	1.62

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Unit2:
https://drive.google.com/file/d/1rZAmEie-Gn4ZR4CZkDl2fklkhDJrfZ0F/view?usp=drive_link

Science Standard 1.6A	Classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Phenomenon	Some balls can be used for multiple sports, whereas some can only be used for one sport.

Unit Objectives

Students will be able to classify objects by observable physical properties, including shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

SEP	RTC
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter.

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Unit 3:
https://drive.google.com/file/d/1pzAouE9nArc3Er-a2V2TzMvA2gCsIqjX/view?usp=drive_link

Science Standard 1.6B	Explain and predict changes in materials caused by heating and cooling.

Phenomenon	Cameron forgets objects in the car overnight. In the morning, when he gets in the cold car to go to school, the objects have changed. When he is picked up in the afternoon, the objects have changed again from being in the hot car.

Unit Objectives

Students will be able to plan and conduct investigations to explain and predict the changes (effects) in materials caused by heating and cooling (cause).

SEP	RTC
1.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Unit 4:
https://drive.google.com/file/d/1Z225L9wUyG7doY5cO1C9E5ZkSHHMs0IE/view?usp=drive_link

Science Standard 1.6C	Demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.

Engineering Design Scenario	It is a very hot day. Aleki wants to build a lemonade stand so he can sell lemonade. How can Aleki engineer a lemonade stand that can be put together and taken apart?

Unit Objectives	
Students will be able to demonstrate and explain that a whole object is a system made of organized parts.	
SEP	**RTC**
1.1G: Develop and Use Models Use models to design a prototype for a solution to a problem.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Unit 5:
https://drive.google.com/file/d/1DxHslNfZ-MxgwF_YWKRU5-_ImgPYC5qq/view?usp=drive_link

Science Standard 1.7A	Explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion.
Science Standard 1.7B	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.

Engineering Design Scenario	Claire and Miguel love playing mini golf at different courses in San Antonio. Each day, they practice making the ball start, stop, speed up, slow down, and change directions. Can you design a course that helps Claire and Miguel use motion to improve their golf scores?

Unit Objectives

Students will be able to plan and conduct descriptive observations that predict the effects of pushes and pulls on starting, stopping, or changing the speed or direction of an object's motion in order to design a solution to the engineering scenario.

SEP	RTC
1.1B: Plan and Conduct Investigations and Design Solutions Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Unit 6
https://drive.google.com/file/d/1_V8wogkpwvrQPFeuH7ZQHSGnaStYcgYL/view?usp=drive_link

Science Standard 1.8A	Investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer.
Science Standard 1.8B	Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

Phenomenon	Steven and Natalia go to the Texas State Fair. They are very hungry and want to try several fair foods. They notice that each treat starts off looking very different than it does after it is prepared.

Unit Objectives

Students will be able to investigate and describe applications of heat in everyday life and how some changes caused by heat may be reversed while other changes cannot be reversed.

SEP	RTC
1.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct simple descriptive investigations.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

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Unit 7:
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Science Standard 1.9	Describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Phenomenon	Miguel lives on a farm in Amarillo, Texas. He notices different things happen to the farm at different points in the year.

Unit Objectives	
Students will be able to describe and predict the patterns of seasons of the year.	
SEP	**RTC**
1.3A: Develop Explanations Develop explanations supported by data.	**1.5A: Patterns** Identify and use patterns to describe phenomena and design solutions.

Unit 8:
https://drive.google.com/file/d/14OhNYmdv0gjxosTMDAtFz573JBT-nWPO/view?usp=drive_link

Science Standard 1.10A	Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.

Phenomenon	Gina is hiking in Galveston Island State Park. As she walks along the trail, she notices the ground changes as she goes from shaded woodland to prairie land. She wonders why the soil is different at different parts of the hike.

Unit Objectives

Students will be able to investigate and document the properties of particle size, shape, texture, and color and the components of different types of soil such as topsoil, clay, and sand.

SEP	RTC
1.2B: Analyze Data Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter

Unit 9:
https://drive.google.com/file/d/1_cR7Ebf8OObMVBuUa9LMed_AR11BOjXN/view?usp=drive_link

Science Standard 1.10B	Investigate and describe how water can move rock and soil particles from one place to another
Phenomenon	Jackson makes a dam out of rocks and soil in a gutter, and when he goes to check it out the next day, it is gone.

Unit Objectives

Students will be able to investigate and describe how water can move rock and soil particles from one place to another.

SEP	RTC
1.1E: Collect Evidence Collect observations and measurements as evidence.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

Unit10:
https://drive.google.com/file/d/1F-libzN02GE1iqrY6E5dyewdRVTud0XM/view?usp=drive_link

Science Standard 1.10C	Compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is fresh water or salt water.

Phenomenon	Natalia and Miguel visited different bodies of water. They are confused why the bodies of water were different in a variety of ways.

Unit Objectives

Students will be able to compare the properties, like color, size, shape, and whether it is fresh or salt water, of different bodies of water, including puddles, ponds, streams, rivers, lakes, and oceans.

SEP	RTC
1.3B: Communicate Explanations and Solutions Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.	**1.5E: Energy and Matter** Identify forms of energy and properties of matter.

Unit 11:
https://drive.google.com/file/d/1dVriMaBNoA-rD2qIMw64WwcGAbgGkDMq/view?usp=drive_link

Science Standard 1.10D	Describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.

Phenomenon	Steven and Natalia are excited to go play outside for recess, but when recess time comes, it is too rainy to go outside.

Unit Objectives	
Students will be able to describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.	
SEP	**RTC**
1.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Unit 12:
https://drive.google.com/file/d/1BvZiK8aT9vdGkRoRN86NYH1_Tx0fPvg5/view?usp=drive_link

Science Standard 1.11A	Identify and describe how plants, animals, and humans use rocks, soil, and water.

Phenomenon	Alana and Jackson notice ivy growing up the side of the brick school building. They wonder why it is growing like that instead of growing in a garden.

Unit Objectives

Students will be able to identify and describe how plants, animals, and humans use rocks, soil, and water.

SEP	RTC
1.3A: Develop Explanations Develop explanations supported by data and models.	**1.5F: Structure and Function** Describe the relationship between the structure and function of objects, organisms, and systems.

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Unit 13:
https://drive.google.com/file/d/1_n-hvmqT6sET5Da92SHx5Fg8Di1bcaFb/view?usp=drive_link

Science Standard 1.11B	Explain why water conservation is important.
Science Standard 1.11C	Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Phenomenon	Jackson is brushing his teeth and leaves the water running. His mom comes in and asks him to turn it off while he is brushing his teeth. Jackson is confused about why he needs to turn the faucet off when there is always more water when he turns it on.

Unit Objectives

Students will be able to explain why water conservation is important and describe ways to conserve water and protect natural sources of water.

SEP	RTC
1.1E: Collect Evidence Collect observations and measurements as evidence.	**1.5B: Cause and Effect** Investigate and predict cause-and-effect relationships in science.

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Unit 14:
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Science Standard 1.12A	Classify living and nonliving things based upon whether they have basic needs and produce young.

Phenomenon	Alana and Aleki are playing during recess. They see a worm by a flower. They know that both the worm and the flower are alive. However, they are not sure how the worm and flower can both be living things because the worm can move and the flower cannot.

Unit Objectives

Students will be able to classify living and nonliving things based on patterns and data of whether they have basic needs and produce young.

SEP	RTC
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5A: Patterns** Identify and use patterns to describe phenomena or design solutions.

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Unit 15:
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Science Standard 1.12B	Describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums.

Phenomenon	Gina, Steve, and Aleki find and keep a potato bug in a jar filled with grass, dirt, and a flower. They leave it in the closet over the weekend. When they come back, the bug is dead. Why did that happen?

Unit Objectives

Students will be able to describe and record examples of interactions and dependence between living and nonliving components in terrariums.

SEP	RTC
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

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Unit 16:
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Science Standard 1.12C	Identify and illustrate how living organisms depend on each other through food chains.
Phenomenon	In Cameron's classroom, there is a pet grass snake. As Cameron feeds grasshoppers to the snake, he wonders what a grasshopper eats for food.

Unit Objectives

The student will be able to identify and illustrate how living organisms depend on each other through food chains.

SEP	RTC
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

Unit 17:
https://drive.google.com/file/d/1JECg9oiRzniVpAkp166IGmg6dC4_4nKn/view?usp=drive_link

Science Standard 1.13A	Identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival.

Engineering Design Scenario	What can you create that would help an animal's external structure perform so they can live, move, and meet basic needs for survival?

Unit Objectives

Students will be able to identify and create an external structure that helps the animal live, move, and meet basic needs for survival.

SEP	RTC
1.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**1.5F: Structure and Function** Describe the relationship between the structure and function of objects, organisms, and systems.

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Unit 18:
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Science Standard 1.13B	Record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish.

Phenomenon	Gina and her class visit a cattle ranch when the baby cows are born. Gina returns to the farm a couple of weeks later and sees how the baby cows have grown. In their class, Mrs. Johnson has invited them to bring in baby pictures of themselves. The kids are surprised at how different they look now.

Unit Objectives

Students will be able to record observations to describe the basic life cycles of animals, including a bird, a mammal, and a fish.

SEP	RTC
1.1F: Collect and Organize Data Record and organize data using pictures, numbers, words, symbols, and simple graphs.	**1.5D: Systems and System Models** Examine the parts of a whole to define or model a system.

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Unit 19:
https://drive.google.com/file/d/1ncWB3Lgv6lCJpPu6xVCRmQWV0ouSJIyk/view?usp=drive_link

Science Standard 1.13C	Compare ways that young animals resemble their parents.
Phenomenon	Cameron and Claire are excited to visit the Houston Zoo. They visit their favorite animals and notice that young animals look the same as their parents in some ways.

Unit Objectives

Students will be able to identify and compare the ways that young animals resemble their parents.

SEP	RTC
1.2B: Analyze Data Analyze data by identifying significant features and patterns.	**1.5G: Stability and Change** Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

X Clayton Chamberlain

Date Submitted: March 11, 2024